



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [REDACTED]

Application stamp-in date and time

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

Pre-award costs are permitted.

Pre-award costs are not permitted.

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Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

- | | |
|-------------------------------|---|
| 1. IHE/EPP scope and sequence | 2. IHE/EPP instructional coaching protocols |
| 3. IHE/EPP course syllabus | 4. IHE/EPP evaluation process and metrics |

Applicant Information

Name **Harlingen CISD** CDN or Vendor ID **031-903** ESC # **1** Campus # **[REDACTED]** DUNS # **069463784**

Address **407 N. 77 Sunshine Strip** City **Harlingen** ZIP **78552** Phone **956-430-9500**

Primary Contact **Jessica Hruska** Email **jessica.hruska@hcisd.org**

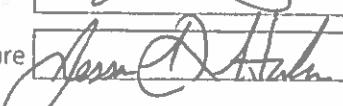
Secondary Contact **Maria Kortan** Email **maria.kortan@hcisd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Dr. Cavazos, Superintendent** Signature  Date **3/8/18**

Grant Writer Name **Jessica Hruska** Signature  Date **3/8/18**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-105-043

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|--|--|
| Increase student scores by 5% in an area of campus need identified by the teacher candidate. | During the year and a half long practicum, teacher candidates will be given the opportunity to develop as instructional leaders through professional development and authentic learning experiences which will increase future standardized test scores. |
| Decrease discipline referrals and placement by 5% | During the coursework and practicum, teacher candidates will have the opportunity to learn about school culture, how to develop a campus wide discipline system, and how to lead teachers in developing engaging lessons to reduce discipline issues. |
| | |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal for the Principal Preparation Program is to build ten strong campus leaders measured by the completion of a Master's Degree in educational leadership and participation in a year and half long principal residency.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

After each quarter the district will monitor course completion and cadre retention of all teacher candidates. In addition, the participants will take part in a focus group to gather qualitative data on program implementation and the knowledge and skills learned for the quarter. During the first quarter benchmark, teacher candidates will set goals and complete the self assessment contained in T-PESS .

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

At the second quarter benchmark, the district will monitor course completion and cadre retention of teacher candidates participating in the grant. A survey will be given out to these teacher candidates to gather quantitative and qualitative data around program implementation and the knowledge and skills learned. In addition, the teacher candidates will participate in a mock T-PESS mid-year conference with their mentor principal. During this benchmark, teacher candidates and mentor principals will review artifacts as required by T-PESS.

Third-Quarter Benchmark:

The final benchmark will also consist of an analysis of course completion and cadre retention of teacher candidates participating in the grant. In addition, completion of the practicum will be measured by the logs required by the coursework and artifacts that have been collected throughout the practicum. The teacher candidates will participate in a mock T-PESS end of year summative conference.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Throughout the course of the grant Harlingen Consolidated Independent School District (HCISD) and the University of Texas Rio Grande Valley (UTRGV) will work closely to monitor the progress of each teacher candidate participating in the grant. Twice a quarter UTRGV leads and professors will meet with HCISD mentor principals and the central office lead to discuss strengths and weaknesses of the program and will collaboratively prepare solutions for any programming concerns. In addition to programming, this lead group will analyze benchmark data and provide prescriptive interventions for teacher candidates if needed. Data that will be analyzed include teacher candidates coursework grades, practicum logs, artifacts collected, survey results, focus group data, and mock T-PESS components.

If benchmark or summative goals do not show progress, HCISD and UTRGV will review data such as coursework grades and practicum logs to determine areas of modification. Based on the needs identified, an action plan will be developed to build in additional support systems to meet the SMART goal and sustainability of the grant.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Teacher candidates will have the opportunity to identify a campus based problem, design a solution to the problem, submit the proposal to their principal mentor, receive feedback on their design, and then implement the proposed solution at the campus level. The solution to the identified problem will need to include components, such as professional development, student impact, and a parent element.

Throughout the school year teacher candidates, along with their mentor principals, will practice authentic leadership opportunities by designing or leading teacher based committees, which could entail any of the following:

- Site Based Decision Making Committees
- Professional Learning Community
- Campus Based Faculty Meetings
- Department Chair Meetings
- Campus Instructional Leadership Team Meeting
- Campus Operational Leadership Team Meeting

Teacher candidates will also have the opportunity to lead summer enrichment programs. HCISD has a "Beyond the Bell" series providing opportunities for students to participate in learning during the summer months. The candidates will be able to lead a team in the implementation of analyzing the need for an enrichment program in a specific area based on the District Improvement Plan and/or District Goals, creating the program, and implementing the program with fidelity to the intended outcomes. Through the process, teacher candidates will have the opportunity to lead a team, provide professional development, market and communicate the programs intended goals to parents and other stakeholders, and experience the creation of a program from design to implementation.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The recruitment process for teacher candidates will be as follows:

- 1) Announcement of program
- 2) Provide information sessions
- 3) Contact campus leaders to nominate teacher candidates based on student achievement, evaluations, potential leadership skills, and growth mindset
- 4) Open up application and nomination portal
- 5) Review applications based on a set criteria
- 6) Conduct interviews on selected applicants
- 7) Notify candidates of acceptance

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The Department of Organization & School Leadership [OSL] at the University of Texas Rio Grande Valley (UTRGV) offers a master's degree in educational leadership with a principal certificate. The masters program offers 10 courses, which are aligned, to the Texas Principal Standards. The scope and sequence of courses cover topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, delivering effective professional development, data-management, and instructional leadership. Also, each syllabus includes a list of required textbooks and applicable journal articles, web links, and articles. (Please see attachments for details) In addition to the year long district based clinical learning experience with the mentor principal, the university will provide a 7 month field based course/practicum in which teacher candidates practice competencies and theories acquired as they assume responsibilities associated with the principalsip and middle management positions in public schools. The practicum course requires a minimum of 160 hours of field experience.

All teacher candidates are REQUIRED to complete the following specific field activities:

Study and lead 504, LPAC, and GT Committees; analyze and engage in school safety audits; study and engage in crisis management plan activities; study and engage in campus plan and vision activities; lead data: related work sessions for school improvement; study, discuss, budgets with mentor; study teacher evaluation documents and shadow mentor in informal evaluation processes; engage in activities focused on curriculum and instructional strategies for diverse learners; work with mentor on a school improvement project identified at entry conference.

Additional varied activities may be undertaken to complete the 160 log hours. This log is to be shared with mentor on an on-going basis, and submitted to Field Supervisor every 3 weeks.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

All activities will be aligned to State Principal Standards and are evaluated based on the grading policy and practicum. During the practicum teacher candidates will jointly identify a school improvement with their mentor. Teacher candidates will develop an executive summary and a PowerPoint presentation of this project to be submitted on the final class. Additional varied activities may be undertaken to complete the 160 log hours which is also considered as an evaluation metric. A more specific rubric for log development is provided to assist students in completing logs with 80% or above accuracy.

The teacher candidates will be observed by the University Field Supervisor at three different times performing administrative/leadership activities related to the project or other activity approved by the mentor. The three observations will be for a total of 135 minutes. The first observation will include the student's presentation of the Semester Practicum Plan that the teacher candidate and the mentor develop together prior to the teacher candidates presentation. This presentation will be observed and assessed by the University Field Supervisor. The teacher candidates will submit an agenda prior to the observation which will serve as part of the pre-conference activity. The University Field Supervisor will document the observable activity, complete the document form, and conduct a post-conference with the teacher candidates; the teacher candidates will submit a written reflection after each observation. A copy of the observation form will be signed by the teacher candidates, mentor, and University Field Supervisor. This form will be submitted to the Department of Organization and School Leadership at the conclusion of the Practicum. The observation form will serve as the rubric to assess the student during the observation. The field activities observed are aligned to Texas State Principal Standards. This form is required by the TEA certification office. It is completed by the teacher candidate during the semester to document all communication between the teacher candidate and University Field Supervisor. In addition, the mentor and university supervisor collaboratively take on the role of coach with the intention of assisting the teacher candidates in mastering the knowledge and skill set required of educational leaders. Forms of documentation include e-mail, phone, pre and post-conference meetings, and Field Supervisor assistance.

Statutory/Program Assurances

The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

The LEA must assure that residents do not hold a principal certification in the state of Texas.

The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) **10**CDN or Vendor ID **031-903****Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| Description of Activity or Cost | Amount Budgeted |
|---|------------------------|
| 1. Principal Preparation for a Master's in Educational Leadership Tuition (\$12,500 per teacher) | 125,000 |
| 2. Principal Mentor Stipend (\$800 per year) | 8,000 |
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Total grant award requested **133,000**

UTRGV Principal Preparation Program: Scope and Sequence
 (Principal Preparation Grant with HCISD)

Tentative Program Completion Timeline: Scope and Sequence

| Semester | Course |
|---|--|
| Sum I 2018 (Grant begins April 13, 2018) | EDUL 6300 Data Management for School Improvement EDUL 6325 Instructional Leadership EDUL 6310 Organizational Leadership |
| TOTAL SEMESTER CREDIT HOURS | 9 HOURS |
| Fall 2018 | EDUL 6305 Socio-Cultural Contexts of Education EDUL 6315 Ethics, Equity, and Diversity EDUL 6345 School Community Relations |
| TOTAL SEMESTER CREDIT HOURS | 9 HOURS |
| Spring 2019 | EDUL 6330 Instructional Leadership for Diverse Learners EDUL 6350 The Principalship EDUL 6355 Human Resources & Budgeting |
| TOTAL SEMESTER CREDIT HOURS | 9 HOURS |
| Sum I 2019 (Grant required to End June 30, 2019) | <i>EDUL 6390 Pre-Practicum [Practicum 1] (1st Semester of yr long residency)</i> EDUL 6320 Curriculum Leadership for School Improvement |
| TOTAL SEMESTER CREDIT HOURS | 6 HOURS |
| Fall 2019 | <i>EDUL 6391 Practicum [Practicum 2] (2nd Semester of yr long residency)</i> |
| | |
| | |
| | |

Textbooks

1. Some courses do not have textbooks but have links to articles.
2. Required texts, when applicable, are listed in each syllabus

Course Number: EDUL 6325

Course Name:
Instructional Leadership

INSTRUCTOR INFORMATION

Instructor: Dr. Jesus A. Lopez, Department: Instructional Leadership

Office: Main, 2224 at the Student Center

Office Hours: Tuesdays Day, Wednesday Day, Thursday Day, Friday Day
or by appointment

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Connect session, or a meeting.

Office Telephone: 956-882-7655 (please email first)

E-mail: jesus.lopez@utrgv.edu / <http://utrgv.edu/~lopezj>

Response Time:

Generally I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION

The course covers supervisory functions in the elementary and secondary schools that relate to the administrator's role in the supervision, improvement and evaluation of classroom instruction. Students will view instructional supervision as a function of leadership carried out through both principal and teacher leaders.

Prerequisite

Students must be admitted into the Masters in Educational Leadership program.

TEXTBOOK & COURSE MATERIALS

Required Text (2 text books)

1. Sullivan, S. & Glanz, J. (2013). *Supervision that Improves Teaching: Strategies and Techniques*. Thousand Oaks, CA. Corwin Press. ISBN 978-1-4522-5545-0. 4th edition

2. Purchase: 2006 copy (1st edition)

Moller, G. & Pankake, A. M. (2006). Lead with Me: A Principal's Guide to Developing Teacher Leadership. Larchmont, NY. Eye On Education. ISBN 10-1-59667-025-8.

Recommended Texts & Other Readings

COURSE OBJECTIVES

- Students will be able to examine the historical and theoretical framework for supervision and its related impact on teaching and learning.
- Students will be able to develop personal theory or principles of practice for instructional supervision.
- Students will be able to develop and enhance the interpersonal communication skills needed for instructional supervision.
- Students will be able to explore and utilize various classroom data collection tools for instructional supervision.
- Students will be able to explore and analyze a variety of approaches to instructional supervision and their implications for professional growth and development of teachers.
- Students will be able to distinguish between instructional supervision and teacher evaluation.
- Students will be able to explain the role of the campus principal in promoting the necessary collaborative culture and climate needed for building the instructional capacity and leadership of teachers.

| OBJECTIVES | TEXAS PRINCIPAL STANDARDS | TEXAS PRINCIPAL KNOWLEDGE & SKILLS, INDICATORS | ELCC STANDARDS | PROGRAM SLOs |
|------------|---------------------------|--|------------------------------|--------------|
| 1 | 1 | 1A:iI, 1A:iV | 1.3, 2.2, 2.4, 1.2 | 2 |
| 2 | 1, 2 | 1B:ii, 2A:iI, 2A:iV & 2B:iii | 1.3, 2.2, 2.4, 1.2, 3.4 | 2 |
| 3 | 4 | 4A:iIII, 4A:iIII, 4B:i | 1.1, 2.1 | 2 |
| 4 | 1, 2 | 1A:iV, 1B:I, 2A:iIV, 2A:iVII | 1.3, 2.4, 2.2, 1.2, 3.4 | 2 |
| 5 | 2, 5 | 2A:iVII, 2B:ii, 5A:iIII, 5A:iIV, 5B:ii | 1.4, 1.3, 3.1, 3.5, 3.2 | 2 |
| 6 | 1, 4 | 1B:iii 5A:ill 5A:iIII | 1.3, 2.4, 2.2, 1.2, 1.1, 2.1 | 2 |
| 7 | 2, 3 & 5 | 2A:ill, 2A:iIV 2B:iv, 3B:ii, 5A:iI, 5A:iIV & 5B:ii | 5.2, 6.3 | 2 |

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Google [Chrome](#) (latest version, Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a [Blackboard Help Ticket](#)
- Help Contact Information (UTRGV's Blackboard Support):

| Brownsville Campus | Edinburg Campus |
|---|---|
| Location: Rusteberg Hall Room 108 | Location: Education Building Room 2.202 |
| Phone: 956-882-6697 or 956-882-6792 | Phone. 956-665-5327 |
| Monday – Friday 7:30AM – 6:00PM | |
| Email: colthelp@utrgv.edu | |

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the [My UTRGV](#) site and under applications click on Blackboard Learn.

Learning Modules/Units/Weeks/Chapters

The course is organized into 15 weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- [General Help](#): Post any questions or comments you may have about course mechanics or technical issues to this forum.
- [Forums](#) related to collaborative and [discussion](#) assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments

Unless indicated otherwise in _____ materials, you will submit _____ to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

TOPIC OUTLINE/SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each week's corresponding weekly content area. If you have any questions, please contact your instructor.

| Week | Assignments | Due | Points |
|---|--|--|--------|
| Week 1 August 30th Objective: Students will be able to examine the historical and theoretical framework for supervision and its related impact on teaching and learning. | <p>Assigned Readings</p> <p><u>Text: Chapter 1:</u></p> <p>Sullivan, S. & Glanz, J. (2013). <i>Supervision that Improves Teaching: Strategies and Techniques</i>. Thousand Oaks, CA. Corwin Press. ISBN 978-1-4522-5545-0. 4th edition</p> <p><u>Chapter 1: Ushering in New View of Leading and Learning from:</u></p> <p>Moller, G. & Pankake, A. M. (2006). <i>Lead with Me: A Principal's Guide to Developing Teacher Leadership</i>. Larchmont, NY. Eye On Education. ISBN 10-1-59667-025-8.</p> <p><u>Read articles:</u></p> <p>Marshall, K. (2005). It's time to rethink teacher supervision and evaluation. <i>Phi Delta Kappan</i>, 86(10), 727 – 735.</p> <p>Marshall, K. (2012). Let's cancel the dog-and-pony show. <i>Phi Delta Kappan</i>, 94(3), 19 – 23.</p> <p>Learning Activities: Read Chapter 1</p> <p>I. Class Discussion of Arlene Spinotta Vignette</p> <ul style="list-style-type: none"> a. Why do you think Linda reacted to Arlene the way she did? b. What factors may have contributed to this situation? | See Blackboard (BB) for Due dates & deliverables | See BB |

| Week | Assignments | Due | Points |
|--------------------|--|-----|--------|
| Week 2 Sept 6th | <ul style="list-style-type: none"> c. What dilemma is Arlene facing in her new role? d. How might Arlene establish this "spirit of mutual cooperation"? e. How might the history of supervision influence Arlene's experience? <p>II. Site Practice Discussion - from p. 7 in text (Students select a or b)</p> <ul style="list-style-type: none"> a. Prepare five questions to ask two school supervisors about their beliefs and practices in relation to improvement of classroom instruction: <ul style="list-style-type: none"> i. Reflect on each supervisor's answers. Describe consistencies and inconsistencies in the responses and compare the supervisors' actual practice to the responses given. ii. Do they "walk the talk" (practice what they preach)? iii. What surprised you in their responses? Why? iv. Compare the two supervisors' responses and reflect on the similarities and differences between their answers. b. "Ask two Supervisors and two teachers what they consider to be the five most important tasks of instructional supervision. <ul style="list-style-type: none"> i. What were the differences and similarities in teachers' answers and in the supervisor's responses? ii. Compare the teachers' responses with those of the supervisors. Explain the differences and similarities. What surprised you in their responses (positively and negatively?) <p>The assignment will require the following items for submission: 1) title page, 2) response to above questions, and 3) reference page. All work is written in APA 6th edition style.</p> <p>Discussion Board:</p> <ul style="list-style-type: none"> a. Who or what in your personal or professional background influenced your personal supervisory beliefs? b. What are some of your positive supervisory experiences you have encountered? c. What are some of the negative supervisory experiences you recall? | | |

| Week | Assignments | Due | Points |
|--|---|-----|--------|
| | <p>d. Why did you feel that way? e. What does supervision look like in your school</p> <p>Assignment: Assessment 1</p> <p>Assessment 1: Submit a 2-3 page essay that compares and contrasts the authors' definition to standards based instructional supervision of today.</p> <p>f. How do our authors, Sullivan and Glanz, define supervision? g. What are some underlying beliefs about Supervision?</p> <p>(Below is an additional assessment and counts toward practicum hours) Required by accreditation organization: issued early so that students have enough time to complete. ELCC Skill Assessment #3: This course requires a skill assessment based on the ELCC/ISLLC Standard 2. The skill assessment will be a field project on Clinical Supervision. Benchmark #1: Student begins initial work on the required assessment project. There are 6 sections to this assessment. Students should begin and complete SECTION 1 of the assessment ELCC Assessment 3: Professional Development Strategy Proposal and Presentation – Design of Comprehensive Professional Growth Plan</p> | | |
| <p>Week 3 & 4</p> <p>Objective.</p> <p>Students will be able to develop personal theory or principles of practice for instructional supervision.</p> | <p>Assigned Readings</p> <p>Reread Chapter 1 from Sullivan & Glanz as needed</p> <p>Read pp. 37-51 in Chapter 2 and answer in writing reflection questions on page 44, 47, & 49</p> <p>Chapter 2: Investigating the Vision, the Roles, and the Reasons in <i>Lead with Me</i> (Pankake & Abrego)</p> <p>Instructional Supervision in Today's Context</p> <ul style="list-style-type: none"> ○ Leaders set direction, develop people and develop the organization (see Leithwood and Riehl) | | |

| Week | Assignments | Due | Points |
|------|---|-----|--------|
| | <p>Leithwood, K. & Riehl, C. (2003). What we know about successful school leadership. http://www.cepa.gse.rutgers.edu/whatweknow.pdf</p> <p>DuFour, R., & Mattos, M. (2013). How do principals really improve schools?. <i>Educational Leadership</i>, 70(7), 34-40.</p> <p>Read Chapter 7: <i>Supervision to Improve Classroom Instruction</i></p> <p>Read Articles:</p> <p>Hoerr, T. (2008). What is instructional leadership? <i>Educational Leadership</i>, 65(4), 84 – 85.</p> <p>Jaquith, A. (2013). Instructional capacity: How to build it right. <i>Educational Leadership</i>, 56-61.</p> <p>Many, T. (2009). Make time for collaboration. <i>Best Practices</i>, 8-9.</p> <p>Learning Activities: Read Chapter 1 & Chapter 2 Read Chapter 2 and answer in writing reflection questions on page 44, 47, & 49</p> <p>Discussion Board:</p> <ul style="list-style-type: none"> • Based on the assigned readings, what is instructional leadership? • What evidence of instructional leadership is present at your campus? Elaborate. • How collaborative is your campus? Be specific. What are some obstacles at your campus that impede successful collaboration? How would you go about changing your campus culture and climate to support collaboration? Elaborate. <p>Assignment: Assessment 2</p> <ul style="list-style-type: none"> • <i>Beliefs About Supervision</i> • <i>What is Instructional Leadership?</i> <p>Assessment 2:</p> <p>Submit a 2-3 page essay that analyzes, describes and identifies your questionnaire results. Use the guiding questions provided below as you synthesize your response. Questionnaire: Beliefs About Supervision, p. 33.</p> | | |

| Week | Assignments | Due | Points |
|---|---|-----|--------|
| | <p>Identification of Your Belief System- what you believe about supervision affects how you approach the practice of supervision.</p> <ul style="list-style-type: none"> • Share the results of your quiz • Are you more inclined to conceive of supervision as an inspectional, bureaucratic process? Or are you genuinely more concerned with developing collaborative relationships with teachers? Or are you somewhere in the middle? Elaborate. • What are the authors' viewpoints towards supervision? <p>Note: Benchmark #2: Student continues work on the required assessment project. There are 6 sections to this assessment. Students should begin and complete SECTION 2 of the assessment</p> <p>ELCC Assessment 3: Professional Development Strategy Proposal and Presentation – Design of Comprehensive Professional Growth Plan</p> | | |
| Week 5 & 6 Objective: Students will be able to develop and enhance the interpersonal communication skills needed for instructional supervision. | Assigned Readings Read/View: Read Chapter 3: Developing a Culture of Continuous Improvement (<i>Moller & Pankake, Lead with Me</i>) Read Chapter 4: Building Positive Relationships (<i>Lead with Me</i>) Read Chapter 2: Three Interpersonal Approaches to Supervision, p. 17 Three Interpersonal Approaches to Supervision <ul style="list-style-type: none"> a. Skills that promote communication and communication barriers b. Directive Informational Approach c. Collaborative Approach d. Self – Directed Approach e. Practice the approaches Learning Activities: Read Chapter 1 & Chapter 2 Communication practice: | | |

| Week | Assignments | Due | Points |
|------|---|-----|--------|
| | <p>Go to page 42 in your text to the section titled Site Practice. It reads, "During the next week, target someone who is going to share an experience, problem or dilemma. It can be a spouse, child, a colleague or a student. Have cards 2.1 and 2.2 on hand and practice your listening and communication tools. When the interchange is completed, reflect on what has worked well and what areas need improvement. Jot down notes so that you can share experiences with your classmates."</p> <p>We will do the site practice for this thread. Complete the interchange as described above. Then prepare a written reflection of your experience including areas that worked well and areas that you would like to improve upon.</p> <p>Discussion Board:</p> <ul style="list-style-type: none"> • Based on the communication practice activity, what did you learn about your listening and communication skills? • What tools did you use to maximize your effectiveness? • What adjustments or changes do feel you should make in order to influence your interpersonal communication skills needed for instructional supervision? <p>Assignment: Assessment 3</p> <p>•</p> <p>Assessment 3: Scenarios – What interpersonal approach to supervision would you use? Why? What additional information would you like?</p> <p>Note: Benchmark #3: Student continues work on the required assessment project. There are 6 sections to this assessment. Students should begin and complete SECTION 3 of the assessment</p> <p>ELCC Assessment 3: Professional Development Strategy Proposal and Presentation – Design of Comprehensive Professional Growth Plan</p> | | |

| Week | Assignments | Due | Points |
|---|---|-----|--------|
| Week 7 & 8 Objective: Students will be able to explore and utilize various classroom data collection tools for instructional supervision. | <p>Assigned Readings</p> <p>Read/View:</p> <p>Read Chapter 5: Distributing Power and Authority (<i>Lead with Me</i>)</p> <p>Read Chapter 3: Observation Tools and Techniques, p. 56</p> <p>Read The Learning Centered Principals from the May 2002 Issue of Educational Leadership</p> <p>The article can be found at this link: http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx</p> <p>C Cuban, L. (2010, December 1). Principals as instructional leaders again and again (web log comment) retrieved from: http://larrycuban.wordpress.com/2010/12/01/principals-as-instructional-leaders-again-and-again/</p> <p>Learning Activities: Read Chapter 3</p> <p>Field test experience with observation instrument of your choice from Chapter 3.</p> <p>Discussion Board:</p> <p>What did you learn about the observation instrument? What assumptions did you make about the instrument? What benefit is the observation instrument? Why?</p> <p>Assignment: Assessment 4</p> <ul style="list-style-type: none"> • Assessment 4: Classroom Observation <p>Assessment 4: Classroom Observation</p> <p>Go to the boxed practice on page 69 and conduct (a short 15-minute classroom observation using any of the observation tools in the chapter).</p> | | |

| Week | Assignments | Due | Points |
|---|---|-----|--------|
| | <p>Benchmark #4: Student continues work on the required assessment project. There are 6 sections to this assessment.</p> <p>Students should begin and complete SECTION 4 of the assessment</p> <p>ELCC Assessment 3: Professional Development Strategy Proposal and Presentation – Design of Comprehensive Professional Growth Plan</p> | | |
| <p>Week 9 & 10</p> <p>Objective: Students will be able to explore and analyze a variety of approaches to instructional supervision and their implications for professional growth and development of teachers.</p> | <p>Assigned Readings</p> <p>Read/View:</p> <p>Read Chapter 6: Aligning Teacher Leadership with Professional Learning (<i>Lead with Me</i>)</p> <p>Read Chapter 7: Creating a Context of Support for Teacher Leaders (<i>Lead with Me</i>)</p> <p>Read Chapter 4: An Introduction to Reflective Clinical Supervision, p. 118 & Chapter 7: Supervision to Improve Classroom Instruction (from Sullivan & Glanz text)</p> <p>Chapter 5: Alternative Approaches: Case Studies and Implementation Guidelines</p> <p>Read Articles:</p> <p>DuFour, R. (2002). The learning centered principal. <i>Beyond Instructional Leadership</i>, 59(8), 2 – 15.</p> <p>DuFour, R. (2004). What is a professional learning community? <i>Educational Leadership</i>, 61 (8), 6-11.</p> <p>Fullan, M. (2002). The change leader. <i>Educational Leadership</i>, 59 (8), 16-20.</p> <p>Marshall, K. (2012). Let's cancel the dog-and-pony show. <i>Phi Delta Kappan</i>, 94(3), 19 – 23.</p> <p>Maxwell, Lesli. (2014). Principals Hard-Pressed for Time to Be Instructional Leaders. <i>Education Week</i>, 33(26), 1-4</p> <p>Reitzug, U.C., & West, D.L. (2008). Conceptualizing instructional leadership: The voices of principals.</p> | | |

| Week | Assignments | Due | Points |
|------|---|-----|--------|
| | <p>Education and Urban Society, 40(6), 694 -714. doi: 10.1177/0013124508319583</p> <p>Learning Activities: Read Chapter 4 & 5</p> <p>Based on the various presentations assigned to groups – prepare a brief essay that compares and contrasts the following topics: instructional rounds, book study groups, lesson study groups, peer coaching, action research, portfolios for differentiated supervision, mentoring, and critical friends groups and or professional learning communities. Discuss benefits and disadvantages.</p> <p>Discussion Board:</p> <p>Share your compare and contrast essay and feedback with your discussion group. Use the following questions to guide your discussion.</p> <ol style="list-style-type: none"> 1. Why is it important to have a discussion on various professional development/capacity building strategies. What is the main ‘push’ for considering these different topics. 2. How does each of these strategies affect teacher development and professional growth? <p>Assignment: Assessment 5</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>Assessment 5: Professional Development Strategy Proposal and Presentation</p> <p>Students will be placed into groups [Week 1] to investigate one of the professional growth strategies for your school /or district to consider as a means to develop the instructional capacity of the staff. Each group will be assigned one of the following topics: instructional rounds, book study groups, lesson study groups, peer coaching, action research, portfolios for differentiated supervision, mentoring, and critical</p> | | |

| Week | Assignments | Due | Points |
|--|--|-----|--------|
| | <p>friends groups and or professional learning communities.</p> <p>Investigate the professional development/capacity building strategy you have been assigned. Research the topic and make a proposal to your school (or district) using the format designated by the instructor.</p> <p>Benchmark #5: Student continues work on the required assessment project. There are 6 sections to this assessment.</p> <p>Students should begin and complete SECTION 5 of the assessment</p> <p>ELCC Assessment 3:</p> <p>Professional Development Strategy Proposal and Presentation – Design of Comprehensive Professional Growth Plan</p> | | |
| <p>Week 11 & 12</p> <p>Objective:</p> <p>Students will be able to distinguish between instructional supervision and teacher evaluation.</p> | <p>Assigned Readings</p> <p>Read and View:</p> <p>Chapter 6: Creating Transformational Change through a Focus on Instructional Supervision, p. 160</p> <p>Read Articles:</p> <p>Dimensions of a Professional Learning Community – 1.) Supportive and Shared Leadership, 2.) Shared Values and Vision, 3.) Collective Learning, 4.) Supportive Conditions and 5.) Shared Personal Practice</p> <p>Source: Hord, S. (2000). Launching professional learning communities: Beginning actions. Issues about Change, 8(1). Retrieved online at http://www.sedl.org/change/issues81/</p> <p>Review Articles:</p> <p>Hoerr, T. (2008). What is instructional leadership? <i>Educational Leadership</i>, 65(4), 84 – 85.</p> <p><i>The Change Leader</i> by Michael Fullan</p> <p><i>Conceptualizing Instructional Leadership</i> by Reitzug, West and Angel</p> <p>Learning Activities: Read Chapter 6 & articles</p> <p>Complete questions that accompany the article -- <i>Conceptualizing Instructional Leadership</i> by Reitzug, West and Angel</p> | | |

| Week | Assignments | Due | Points |
|------|---|-----|--------|
| | <p>Discussion Board: Share your analysis of the instructional leadership actions of Principal Ironside with your classmates via Discussion Board. Cite the assigned articles in your discussion. Discuss the challenges, analysis and lessons learned from this case study with your class.</p> <p>Assignment: Assessment 6</p> <p style="text-align: center;">• View Assignment</p> <p>Assessment 6: Students will analyze the instructional leadership actions of Principal Ironside in the case <i>A New Vision for Excellence</i>.</p> <p>a. Analysis of the case: <i>A New Vision for Excellence</i> (p. 164) –a campus principal’s approach to instructional leadership</p> <ul style="list-style-type: none"> i. How did the school actually begin to transform the way it conducts supervision and evaluation? (use handout to help with analysis) ii. What challenges did the school face in its attempt to transform its instructional program? iii. What is the most important lesson to be learned from the case? <p>DUE: (This is an additional assessment and counts toward practicum hours – see below for details)</p> <p>Required by accreditation organization:</p> <p>ELCC Skill Assessment #3: This course requires a skill assessment based on the ELCC/ISLLC Standard 2. The skill assessment will be a field project on Clinical Supervision.</p> <p>Benchmark #6: Student continues work on the required assessment project. There are 6 sections to this assessment. Students should begin and complete the last section -- SECTION 6 of the assessment ELCC Assessment 3:</p> | | |

| Week | Assignments | Due | Points |
|---|--|-----|--------|
| | Professional Development Strategy Proposal and Presentation – Design of Comprehensive Professional Growth Plan | | |
| Week 13 & 14 Dec. 7 (Thurs.) Study Day. No classes. | Assigned Readings Read and View: Read Chapter 8: Sustaining Teacher Leading and Learning (<i>Lead with Me</i>) | | |
| Dec. 8 – Dec. 14 (Fri. – Thurs.) Final Exams | Chapter 6: Creating Transformational Change through a Focus on Instructional Supervision, p. 160 & Chapter 7: Supervision to Improve Classroom Instruction | | |
| Objective: Students will be able to explain the role of the campus principal in promoting the necessary collaborative culture and climate needed for building the instructional capacity and leadership of teachers. | Learning Activities: Read Chapter 6 & 7 Complete: Supervisory Platform Paper Discussion Board: Within your groups via discussion board share your instructional supervisory platform paper, which reflects your own supervisory beliefs and practice. Incorporate 6 of the 12 guiding questions in your discussion. Assignment: Assessment 7 • <i>Assessment 7</i> • <i>Supervisory Platform Paper</i> Assessment 7: Supervisory Platform: Submit a 5-7 page essay that identifies with and incorporates 8 to 12 of the guiding questions listed below in your platform. | | |
| | Supervisory Platform Paper Throughout the semester students will develop an instructional supervisory platform paper, which reflects their own supervisory beliefs and practice as gained throughout the course. The reflection will be 5- 7 pages long, use APA and require seven sources from the educational literature. These sources may include class readings. Chapter 7 in the text is devoted to the formation of your supervisory platform. | | |

| Week | Assignments | Due | Points |
|------|---|-----|--------|
| | <p>Rubrics and templates for the project will be posted online.</p> <p>Guidelines for Supervisory Platform – Your Vision from p. 177.</p> <ol style="list-style-type: none"> 1. How do you define supervision of classroom instruction? 2. What should be the ultimate goal of supervision of classroom instruction 3. What assumptions, values and beliefs underlie your goals and definition? 4. Who should make the decisions about supervision of classroom instruction for the school? 5. How do you envision the process developing? 6. What would the structure(s) of classroom instruction look like? 7. Who should be involved in the supervisory process? What should each party's role be? How would roles differ? 8. What skills are needed for effective supervision? 9. What activities would be included in instructional supervision? 10. How would you address the question of supervision versus evaluation? 11. What are your beliefs with respect to the role of the district in supervision of classroom instruction? 12. How would you assess the implementation of your ideas? What would be the indicators of success? | | |

GRADING POLICY

| Description | Points |
|--|-----------------|
| Assessment #1: Compare & Contrast T/F | 100 points |
| Assessment #2: Your Belief System | 100 points |
| Assessment #3: Interpersonal Approach Scenario | 100 points each |
| Assessment #4: Classroom Observation | 100 points each |

| Description | Points |
|--|-----------------|
| Assessment #3 - Professional Development Plan (PDP) and Presentation | 100 points each |
| Assessment #6 - Analysis of PDP, Plan & Job | 100 points each |
| Assessment #7 - Supervisor's Review | 100 points each |
| Overall Grade Total | 1253 - 1400 |
| Total Points Possible | 1400 points |

A = 90-100% -- 1253 – 1400 points

B = 80-89% -- 1252 – 1113 points

C = 70-79% -- 1112 - 973

F = Below 70% -- < 972

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 5-10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE POLICIES

Participation

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

EDUL 6325 Instructional Leadership Semester Fall 2017 Syllabus

EDUL 6325 Instructional Leadership Semester Fall 2017 Syllabus

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Insert writing style preference for your course

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTRGV Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Needs for Students With Disabilities (Inform Your Instructor of Any Accommodations Needed)

If you have a documented disability and verification from the Disability Services, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a SSWD counselor to request special accommodation *before* classes start.

Brownsville Campus: Disability Services is located in room Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at disabilityservices@UTRGV.edu.

Edinburg Campus: Disability Services is located in room 108 University Center and can be contacted by phone at (956) 665-7005 (Voice) (956) 665-3840 (fax) or via email at disabilityservices@UTRGV.edu.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UTRGV Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about UTRGV's [Academic Honesty Policy & Procedures](#)

Definitions

At UTRGV, Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Plagiarism is a form of cheating. At UTRGV, "plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.."

Source: UTRGV HOP

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

EDLR 6315 ETHICS AND PUBLIC SCHOOL LAW

INSTRUCTOR INFORMATION

Instructor: Dr. Alex. Garcia, Ed.D.

Office: Edinburg Campus EDUO 1.620

Office Hours: Monday, Tuesday, from 4-6 pm., Wednesdays 9 -11 am. or by appointment

Office Telephone: 956-467-7529

E-mail: alejandro.garcia@utrgv.edu (*preferred method of contact*)

Class location: Clinical Education Bldg 1.132

2102 Treasure Hills Blvd., Harlingen, TX 78550

Class Meeting date and time: Thursdays 4:40-7:10 pm.

Response Time:

Generally, I will respond to e-mails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION

Constitutional provisions, statutory laws, court decisions, torts and regulations governing public schools with special reference to their influence upon the administration and function of public schools. The course is based on lectures, scenarios, case-law presentations by the student.

Prerequisite

None required

TEXTBOOK & COURSE MATERIALS

Required Text

- The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis, ISBN-10: 0292760841, ISBN-13: 978-0292760844
- Law and Ethics in Educational Leadership by David Stader ISBN-10: 0132685876 ISBN-13: 978-0132685870

Recommended Texts & Other Readings

- Recommended readings will be available as web links in each weekly learning module under the learning activities folder

COURSE OBJECTIVES

Module 1- Introduction to Texas public school law and ethics

1. Explain the source of authority for the conduct of public schools with 80 % accuracy
2. Explain the role of local policy and explain the relationship of local policy to other law relative to education with 80 % accuracy

Module 2 Ethics and Educational Leadership

3. Create in an essay different scenarios which illustrate ethical and unethical behavior in Texas Public school according to Texas Code of conduct for educators with 80 % accuracy

Module 3-Student Attendance and the Instructional program

4. Explain the Texas compulsory attendance law with 80 % accuracy

Module 4-Special Education law

5. Explain the laws and statutes regarding student and parental rights regarding special education in Texas 80 % accuracy

Module 5 The Employment relationship

6. Explain due process for employees with 80 % accuracy

Module 6-Personnel Issues

7. Explain state statutory criteria applicable to certification, selection, evaluation, dismissal, reprimand, and non-renewal of professional employees with 80 % accuracy

Module 7 Expression and Associate Rights

8. Explain the first, fourth and fourteenth amendment rights of teachers and students as they pertain to education with 80 % accuracy

Module 8 Student Search

9. Create scenarios where both probable and reasonable cause is and is not warranted by case laws or other legal statutes with 80 % accuracy

Module 9 School Safety

10. Prepare a presentation on how an administrator should legally deal with both bullying and cyberbullying with 80 % accuracy

Module 10 Religion in the Schools

11. Create scenarios which meet the standards of the Lemon v. Kurtzman decisions otherwise known as the Lemon Test with 80 % accuracy

Module 11–Student Discipline

12. Create a presentation that explains Chapter 37 of the Texas Education Code with 80 % accuracy

Module 12–Privacy Issues

13. Generate scenarios under which conditions for the Educator Privacy/Student act using previous case law or other legal statutes with 80 % accuracy

Module 13 Legal Liability (Tort)

14. Give examples of cases leading to liability and non-liability with 80 % accuracy

| Program Goals | Course Goals |
|--|--|
| <p>Texas Principal Standards (TEA) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.</p> <p>ELCC Standards</p> <p>3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</p> <p>5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</p> <p>5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p> <p>5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.</p> <p>5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</p> <p>6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.</p> | <p>Standard 3 indicators:</p> <p>(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.</p> <p>(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.</p> <p>(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.</p> <p>(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.</p> |

TECHNICAL REQUIREMENTS**Computer Hardware**

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe's Flash Player & Reader plug-in (latest version).
- Apple's QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link
- Weekly discussion boards
- Recorded Tegrity sessions

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV's Blackboard Support):

| Brownsville Campus | Edinburg Campus |
|---|---|
| <p>Location: Rusteberg Hall Room 108 Phone: 956-882-6697 or 956-882-6792 Monday – Thursday 7:30AM – 7:00PM Friday: 7:30 AM – 6:00PM</p> | <p>Location: Education Building Room 2.202 Phone: 956-665-5327 Monday – Thursday 7:30AM – 7:00PM Friday: 7:30 AM – 6:00PM</p> |

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

This course is organized into weekly modules. Each module contains assigned weekly reading materials, *PowerPoint lectures, discussion assignment, a self-assessment and a weekly quiz*.

To actively participate in this course you will need to get familiar with the course environment. We will be using different tools such as Discussion Board and Tegrity. If you are not familiar with how to navigate this environment as a student or use any of these tools, please review the following Blackboard Orientation page.

Ex. The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- **General Help:** Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus E-mail

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments

Unless indicated otherwise in Weekly materials, you will submit Discussion Boards, Case Studies, Research Papers, etc. to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

TOPIC OUTLINE/SCHEDULE (May be subject to change)

Important Note: Activity and assignment details will be explained in detail within each week's corresponding weekly content area on BlackBoard. If you have any questions, please contact your instructor.

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|---|--|---|---|
| Week 1 January 18, 2018 Module 1 | 1,2 | Introduction to Texas public school law and ethics Articulate the source of authority for the conduct of public schools with 80 % accuracy State the role of local policy and explain in an essay the relationship of local policy to other law relative to education with 80 % accuracy | Assignment 1 Students will write an essay discussing the sources of school law and the roles of the state and federal governments in the establishment and operation of the Texas School system. (Be sure to cite all your sources in APA format). Assignment 2: Students will discuss local school governance and provide an example of a local school board policy and its implication upon students or teachers. (Be sure to cite all your sources in APA format). | Read/View: 1. Chapter 1 of Educators Guide to Texas School Law (Walsh) 2. Chapter 2 of Law and Ethics in Educational Leadership (Stader) 3. Sources of school law Website readings 4. Education Laws & Rules website 5. State Board of Education Texas Administrative Code 6. Texas Education Code 7. Texas Constitution and Statutes Complete: 1. Assignment 1 2. Assignment 2 | Learning Materials The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis, ISBN-10: 0292760841, ISBN-13: 978-0292760844 Law and Ethics in Educational Leadership by David Stader ISBN-10: 0132685876 ISBN-13: 978-0132685870 Texas Education Code http://www.statutes.legis.state.tx.us/?link=ED Education Laws & Rules https://tea.texas.gov/index2.aspx?id=2147509089 State Board of Education Rules - Texas Administrative Code http://ritter.tea.state.tx.us/rules/tac/index.html Texas Education Code http://www.statutes.legis.state.tx.us/?link=ED Texas Constitution and Statutes http://www.statutes.legis.state.tx.us/index.aspx Sources of school law http://guides.ll.georgetown.edu/c.php?g=316589&p=2114805 |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|---|---------------|--|--|--|--|
| Week 2 January 25, 2018 Module 2 | 3 | Ethics and Educational Leadership: Illustrate ethical and unethical behavior in Texas Public school according to Texas Code of conduct/ for educators with 80 % accuracy | Assignment 3: Students will write an essay which: 1. Defines the term "ethics for school administrators" 2. Explains one ethical framework (from the readings) 3. Create an example scenario of an ethical dilemma along with a solution. (Be sure to cite all your sources in APA format). | Read/View: 1. Chapter 1 of Ethics for Educational Leaders (PDF on BlackBoard) 2. Chapter 1 of Law and Ethics in Educational Leadership (Stader) 3. Chapter 13 in Law and Ethics Educational Leadership (Stader) 4. Applying Kidder's Ethical Decision-Making Checklist to Media Ethics (PDF on BlackBoard) Complete: 1. Assignment 3 | Learning Materials Law and Ethics in Educational Leadership by David Stader Ethics for Educational Leaders by Weldon Beckner (PDF on BlackBoard) Applying Kidder's Ethical Decision-Making Checklist to Media Ethics (PDF on BlackBoard) |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|---|--|---|--|
| Week 3 Module 3 February 1, 2018 | 4 | Student Attendance and the Instructional program: Explain the Texas compulsory attendance law with 80 % accuracy | <p>Assignment 4: Write an essay that explains the following as it pertains to current Texas Law(s)</p> <ol style="list-style-type: none"> 1. The Compulsory school attendance law in Texas 2. The Kindergarten and Pre-K programs 3. Absences 4. The required instructional program curriculum 5. Student Assessment 6. The most current accountably system (Be sure to cite all your sources in APA format). | <p>Read/View:</p> <ol style="list-style-type: none"> 1. Chapter 2 of The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis 2. Texas Education Agency website (Attendance, Admission, Enrollment Records, and Tuition) 3. Compulsory School Attendance in the Texas Education Code website 4. Chapter 129. Student Attendance Subchapter B. Student Attendance Accounting in the Texas Administrative Code website <p>Complete:</p> <ol style="list-style-type: none"> 1. Assignment 4 | Learning Materials The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Texas Education Agency https://tea.texas.gov/index4.aspx?id=25769806556 Texas Education Code: http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.42.htm And Compulsory School Attendance http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.25.htm Chapter 129. Student Attendance Subchapter B http://ritter.tea.state.tx.us/rules/tac/chapter129/ch129b.html |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|---|--|---|--|
| Weeks 4 & 5 Module 4 February 8 & 15 | 5 | Special Education: Explain the laws and statutes regarding student and parental rights regarding a special education with 80% accuracy | Assignment 5: Read the "The Case of the Riverboat High School Cat Burglar" Case study in Stader Chapter 9 and answer the questions found at the end of the case study Assignment 6: and explain and discuss a recent court case laws dealing with: <ul style="list-style-type: none"> • FAPE • IEP • Zero Reject • Supplemental Services • LRE • Procedural Safeguards • Special Education Student Discipline | Read/View: <ol style="list-style-type: none"> 1. Chapter 9 of Law and Ethics in Educational Leadership (Stader) 2. Chapter 3 of The Educator's Guide to Texas School Law Eighth Edition (Walsh) 3. U.S. Department of Education's Individuals with Disabilities Education Act website 4. Special Education Law & the IEP website 5. Texas Special Education Law website Complete: <ol style="list-style-type: none"> 1. Assignment 5 2. Assignment 6 | Learning Materials The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader U.S. Department of Education's Individuals with Disabilities Education Act https://sites.ed.gov/idea/ Special Education Law & the IEP https://www.nolo.com/legal-encyclopedia/special-education-law-29626.html Texas Special Education Law https://tea.texas.gov/Academics/Special-Student-Populations/Special-Education/Special-Education/ |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|--|--|---|---|
| Week 6 February 22, 2018 Module 5 | 6 | The Employment relationship: Explain due process for employees with 80 % accuracy | Assignment 7 Students will research an educational law case study pertaining to the employment relationship (e.g. Sexual Harassment, Affirmative action, etc). and provide 2 examples of a court cases involving the employment relationship | Read/View: 1. Chapter 4 of The Educator's Guide to Texas School Law 2. Chapter 11 of Law and Ethics in Educational Leadership 3. Employment Law in Texas public schools website 4. Equal Educational Opportunity website Complete: Assignment 7 | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Employment Law in Texas public schools https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Personnel/Employment-Conditions.aspx Equal Educational Opportunity https://tea.texas.gov/About_TEA/Contact_Us/General_Inquiry/Equal_Educational_Opportunity/ |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|--|---|---|--|
| Week 7 March 1, 2018 Module 6 | 7 | Personnel Issues: Identify state statutory criteria applicable to certification, selection, evaluation, dismissal, reprimand, and non-renewal of professional employees with 80 % accuracy | Assignment 8: Students will research an educational law case study and provide 2 examples of a court cases involving personnel issues such as dismissal or non-renewal of professional employees. | Read/View: 1. The Educator's Guide to Texas School Law Chapter 5 2. General Inquiry Teacher FAQ https://tea.texas.gov/About_TEA/Contact_Us/General_Inquiry/General_Inquiry_Teacher_FAQ/ Complete: 1. Assignment 8 | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis General Inquiry Teacher FAQ https://tea.texas.gov/About_TEA/Contact_Us/General_Inquiry/General_Inquiry_Teacher_FAQ/ FMLA Leave https://pol.tasb.org/Policy/Download/599?filename=DEC(LOCAL).pdf&filename=DEC(LOCAL).pdf Texas Education Agency Hearings and appeals https://tea.texas.gov/About_TEA/Legal_Services/Hearings_and_Appeals/Hearings_and_Appeals/ |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|---|---|--|--|
| Week 8 March 8, 2018 Module 7 | | Expression and Associate Rights: Explain in an essay the first, fourth and fourteenth amendment rights of teachers and students as they pertain to education with 80 % accuracy | Assignment 9: Students will research an educational law case study and provide 2 examples of a court cases involving the student and employee expression and association rights | Read/View: 1. Chapter 6 of The Educator's Guide to Texas School Law 2. Chapter 12 of Law and Ethics in Educational Leadership 3. Teacher Rights website 4. Texas Teacher Rights website Complete Assignment 9 | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Teacher Rights http://www.educationrights.com/teacherrights.php Texas Teacher Rights https://tcta.org/publications/survival_guide/your_legal_rights_and_responsibilities |

SPRING BREAK HOLIDAY**March 15**

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--------------------------|---------------|---|---|--|--|
| Week 9 March 22, 2018 | | Probable and Reasonable cause and conditions for students search by a teacher, administrator and school security officer: Create scenarios where both probable and reasonable cause is and is not warranted by case laws or other legal statutes with 80 % accuracy | Assignment 10: Students will research an educational law case study and provide 2 examples of a court cases involving the student searches | Read/View: 1. Chapter 9 of The Educator's Guide to Texas School Law 2. Chapter 6 of Law and Ethics in Educational Leadership 3. Student rights website 4. Texas Constitution and Statutes website Complete Assignment 10 | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Students rights https://www.texasbar.com/AM/Template.cfm?Section=Schools1&Template=/CM/ContentDisplay.cfm&ContentID=23604 Texas Constitution and Statutes http://www.statutes.legis.state.tx.us/ |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|---------------------------------------|---------------|---|--|---|--|
| Week 10 March 29, 2018 Module 9 | | School Safety: Students will Prepare a presentation on how an administrator should legally deal with both bullying and cyberbullying with 80 % accuracy | Assignment 11: Students will research an educational law case study and provide examples of a court case involving the student in bullying and cyberbullying (<i>2 separate cases</i>) | Read/View: Chapter 1. Chapter 7 of Law and Ethics in Educational Leadership 2. Texas School Safety bullying website 3. Coordinated School Health - Bullying and Cyber-bullying TEA website 4. Texas Anti-Bullying Laws & Policies website 5. David's Law SB 149 websites Complete: Assignment 11: | Law and Ethics in Educational Leadership by David Stader Texas School Safety website https://txssc.txstate.edu/ Texas school Safety Bullying website https://txssc.txstate.edu/topics/bullying/ Coordinated School Health - Bullying and Cyber-bullying https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School_Health/Coordinated_School_Health_-_Bullying_and_Cyber-bullying/ Texas Anti-Bullying Laws & Policies https://www.stopbullying.gov/laws/texas/index.html David's Law http://www.esc18.net/cms/1ib/TX07001387/Centricity/Domain/107/Walsh%20Gallagos_New%20Anti-Bullying%20Bill%20New%20Legislation_handout.pdf http://www.capitol.state.tx.us/tlodocs/85R/billtext/html/SB00179F.htm |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|--|---------------|---|--|---|--|
| Week 11 & 12 April 5 & 12, 2018 | | Religion in the Schools: Create scenarios which meet the standards of the Lemon v. Kurtzman decisions otherwise known as the Lemon Test with 80 % accuracy | Assignment 12: Students will After researching the courts cases applicable to Religion in Schools students will create one scenario which meet the standards of the Lemon v. Kurtzman decisions otherwise known as the Lemon Test. Be sure to provide the scenario and the resolution to the scenario | Read/View: 1. Chapter 7 of The Educator's Guide to Texas School Law Eighth Edition 2. Chapter 3 of Law and Ethics in Educational Leadership by David Stader 3. Religion in Public Schools website 4. Religion in Texas Schools website 5. School Prayer websites 6. Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools website 7. Student Religious Expression Document website Complete: Assignment 12: | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Religion in Public Schools http://www.firstamendmentschools.org/freedoms/religiouslibertyfaqs.aspx Religion in Texas Schools https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Community/Religion-in-the-Public-Schools/documents/rel_txemguide.pdf Prayer in Schools https://tea.texas.gov/About-TEA/Laws_and_Rules/NCLB_and_ESEA/Other_NCLB_laws_and_rules/School_Prayer/ https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=2147503811 Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools https://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html Student Religious Expression Document https://www.tasb.org/Services/Legal-Services/TASB-School-Law-eSource/Community/Religion-in-the-Public-Schools/documents/stud_religious_exp.aspx |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|---------------------------------------|---------------|--|---|---|--|
| Week 13-14 April 19 & 26, 2018 | | Student Discipline: Create a presentation that explains Chapter 37 of the Texas Education Code with 80 % accuracy | Assignment 13: Students will After researching the courts cases applicable to Chapter 37 of the Texas Education Code in Schools students will create one scenario which meet the standards of Student Discipline.. Be sure to provide the scenario and the resolution to the scenario | Read/View: 1. Chapter 8 of The Educator's Guide to Texas School Law Eighth Edition 2. Chapter 5 of Law and Ethics in Educational Leadership 3. Chapter 37 of the Texas Education Code in Schools website 4. Chapter 37 Chart document Complete: Assignment 13 | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Chapter 37 of the Texas Education Code http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED_37.htm Chapter 37-Safe Schools https://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Chapter_37---Safe_Schools/Chapter_37---Safe_Schools/ Chapter 37 Chart Document http://www.sfdrcisd.org/media/7764/chapter-37-chart-july-2016.pdf |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|----------------------------|---------------|---|---|---|--|
| Week 15 May 3, 2018 | | Privacy Issue: Generate scenarios under which conditions for the Educator Privacy/Student act using previous case law or other legal statutes with 80 % accuracy | Assignment 14: Students will After researching the courts cases applicable to Educator Privacy/Student act students will create one scenario. Be sure to provide the scenario and the resolution to the scenario | <p>Read/View:</p> <ol style="list-style-type: none"> 1. Chapter 9 of The Educator's Guide to Texas School Law Eighth Edition 2. Chapter 4 and 12 of Law and Ethics in Educational Leadership 3. Texas Open Meetings website 4. Student Record FAQ's website (TEA) 5. FERPA websites 6. The Educator's Guide to Student Data Privacy website 7. Student searches websites 8. NEW JERSEY v. T. L. O. <p>Complete: Assignment 14</p> | <p>The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis</p> <p>Law and Ethics in Educational Leadership by David Stader</p> <p>Texas Open Meetings http://tea.texas.gov/About_TEA/Contact_Us/General_Inquiry/General_Inquiry_-_School_Board_FAQ/</p> <p>Student Record FAQ's https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=2147503800</p> <p>Family Educational Rights and Privacy Act (FERPA) https://www2.ed.gov/policy/gen/guid/spec/ferpa/index.html</p> <p>The Educator's Guide to Student Data Privacy http://www.connectsafely.org/eduprivacy/</p> <p>Student Searches http://www.ascd.org/publications/educational-leadership/dec01/vol59/nu-m04/The-Right-to-Search-Students.aspx</p> <p>http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1753&context=lawfaculty</p> <p>http://judiciallearningcenter.org/your-4th-amendment-rights/</p> <p>NEW JERSEY v. T. L. O http://caselaw.findlaw.com/us-supreme-court/469/325.html</p> |

| Week Unit Module | Course Goal # | Learning Objectives | Assessment | Learning Activities | Learning Materials & Technology |
|-------------------------|---------------|--|--|--|--|
| Week 16 May 10, 2018 | | Legal Liability (Tort) Give examples of cases leading to liability and non-liability with 80 % accuracy | Assignment 15: Students will After researching the courts cases applicable to Liability and non-liability students will create one scenario. . Be sure to provide the scenario and the resolution to the scenario | Read/View: 1. Chapter 10 of The Educator's Guide to Texas School Law Eighth Edition 2. Chapter 10 of Law and Ethics in Educational Leadership 3. Educator Tort Liability websites Complete: Assignment 15 | The Educator's Guide to Texas School Law Eighth Edition By Jim Walsh, Frank Kemerer, and Laurie Maniotis Law and Ethics in Educational Leadership by David Stader Educator Tort Liability <u>http://www.statutes.legis.state.tx.us/Docs/ED/html/ED.12.htm</u> <u>http://www.educator-resources.com/pdf/Teacher%20Tort%20Liability.pdf</u> <u>http://www.udallshumway.com/wp-content/uploads/2011/07/Teacher-Tort-Liability.pdf</u> <u>http://www.atpe.org/en/Protection/Legal-Guide/Immunity</u> <u>http://www.easylawlookup.com/Texas-Law/Education-Code/pg-61/_easylawlookup.blp?data=EDUCAT2&site=EASY&pgno=61</u> |

GRADING POLICY

Graded Course Activities

List all activities, tests, etc. that will determine the students' final grade. Choose the appropriate chart below based on your grading policy such as points or weight. You can also alter the chart to reflect your needs.

| Description | Points |
|---------------------------------|------------|
| Self-Assessments (Quizzes) (14) | 100 points |
| Assignments (14) | 100 points |
| Total Points Possible | points |

Include an explanation between the relationship of points earned and final letter grade.

A =

B =

C =

F = Below points

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. *No assignment will be accepted after 2 days. For every day late there will be a letter grade deduction in the letter grade.*

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Naming and Submitting Documents

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

| The name of your... | ...should follow the format: | Example: |
|---------------------|--------------------------------|------------------|
| Assignment | LastnameFirstInitial_Essay.doc | SmithJ_Essay.doc |

COURSE POLICIES

Participation

Since this is a 100 % Online course, your active participation is required. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Insert writing style preference for your course

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTRGV Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [insert condition here]. All incomplete course assignments must be completed within [insert timeframe here].

Needs for Students with Disabilities (Inform Your Instructor of Any Accommodations Needed)

If you have a documented disability and verification from the Disability Services, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a SSWD counselor to request special accommodation before classes start.

Brownsville Campus: Disability Services is located in room Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at disabilityservices@UTRGV.edu.

Edinburg Campus: Disability Services is located in room 108 University Center and can be contacted by phone at (956) 665-7005 (Voice) (956) 665-3840 (fax) or via email at disabilityservices@UTRGV.edu.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UTRGV Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about UTRGV's [Academic Honesty Policy & Procedures](#)

Definitions

At UTRGV, Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Plagiarism is a form of cheating. At UTRGV, "plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit."

Source: UTRGV HOP

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

EDUCATIONAL LEADERSHIP
COLLEGE OF EDUCATION AND P-16 INTEGRATION

| | |
|--|---|
| UTRGV COURSE TITLE AND NUMBER: | EDUL 6350, THE PRINCIPALSHIP |
| INSTRUCTOR NAME: | Dr. George Padilla |
| TERM: | Spring 2018 |
| TELEPHONE #: | 956-665-3462 |
| EMAIL: | george.padilla02@utrgv.edu |
| MEETING TIMES AND LOCATION: | Mercedes ISD, Wednesday – 4:40 p.m. – 7:10 p.m. |
| OFFICE INFORMATION & HOURS: | UTRGV Edinburg Education Building <u>1.612</u> Phone: <u>664-3462</u> 3:00 PM-5:00 PM Monday/Thursday and by appointment or online |

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Text(s):

Ubben, G. C., Hughes, L. W. & Norris, C. J. (2016) 8th Ed. The principal: Creative leadership for excellence in schools. Upper Saddle River, NJ: Pearson Education, Inc.

Hall, G. E. and Hord, S. M. (2015) 4th Ed. Implementing change: Patterns, principles, and potholes. Upper Saddle River, NJ: Pearson Education, Inc. – Chapter One and Three

APA Publication Manual of the American Psychological Association. (2009) 6th ed. Washington, DC: American Psychological Association.

Required Readings:

Mandino, O. The Greatest Miracle in the World. New York: Bantam Books.

Suggested Text(s):

Kouzes, J. M. & Posner, B. Z. (2012) 3rd Ed. The Leadership Challenge. Hoboken, New Jersey: Wiley and Sons.

Sergiovanni, T. J. The Principalship: A Reflective Practice Perspective. Needham Heights, MA: Allyn and Bacon

COURSE DESCRIPTION AND PREREQUISITES

Course Description: The Principalship

A study of the unique functions of the principalship as they relate to the administration of elementary, middle, junior and secondary schools. Special emphasis will be focused on the leadership role of the principal in the management and instructional aspects of the school programs.

Prerequisites for the Course: None**Learning Outcomes for the Course****Student Learning Outcomes: SLO 1**

Students will be able to demonstrate knowledge and skills necessary to conduct research, plan strategically, create responsive learning organizations, lead schools, and manage change effectively.

Measurements-

- a) 90% of the students will pass Section 1.0 of the Department's Comprehensive Exam, on the first exam administration during the semester immediately preceding student's graduation date, by responding correctly at the 80% passing standard or above to one of three questions in accordance with the department's scoring rubric.
- b) Each semester 90% of students enrolled in EDUL 6300, 6350, and 6310 will demonstrate competency in the respective course content at the 80% mastery level as determined by the professor of record using a department approved knowledge and skills question and scoring rubric.

College of Education and P-16 Integration Requirements:

- When available, a Tk20 account is required of all students in the College of Education and P-16 Integration. Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration's assessment system.
- Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTRGV excellence.

COURSE OBJECTIVES

Identify, analyze and compare learning standards and competencies of the school principal.

Recognize and analyze individual personality relevant to personal interactions and write an individual improvement plan.

Identify, explain, and evaluate most challenging standards faced by practicing principals.

Evaluate the concept and application of servant leadership.

Begin integrating leadership theories and developing a personal leadership program and style.

Evaluate a school vision and improvement plan.

Write a school vision.

Evaluate a school's implementation of a learning community.

Evaluate individual ethics as they pertain to development of learning communities.

Evaluate humanizing behaviors and acts.

Understand and be able to constructively analyze a campus improvement plan focusing on vision, mission, needs assessment, collaborative process, communication, and strategic and evaluative components.

Evaluate techniques for leading change.

Evaluate individual behaviors related to addressing conflict.

Evaluate CBAM behaviors.

Apply De-construction of TEKS and write campus plan to implement and monitor this instructional technique.

Audit and evaluate a school's safety environment using the Texas School Safety Center Audit Toolkit.

Apply effective student disciplinary techniques based on local, state, and federal laws.

Develop expectations for classroom management and discipline.

CALENDAR OF ACTIVITIES

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at <http://my.utrgv.edu> at the bottom of the screen, prior to login. Some important dates for Spring 2018 include:

| | |
|-------------|--|
| January 16 | First day of classes |
| January 19 | Last day to add a course or register for Spring 2018 |
| March 12–17 | SPRING BREAK – NO classes |
| March 30–31 | EASTER HOLIDAY – NO classes |
| April 12 | Last day to drop a course; will count toward the 6-drop rule |
| May 2 | Last day of classes |
| May 3 | Study Day – NO class |

May 4-10
May 11-12Spring 2018 Final Exams
Commencement Ceremonies**UTRGV University Policies****UTRGV Policy Statements****STUDENTS WITH DISABILITIES:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at sas@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at sas@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

| | | |
|-------------|-----------------|---------------------------|
| Spring 2018 | Module 1 | February 14 – February 20 |
| Spring 2018 | Module 2 | April 11 – April 17 |
| Spring 2018 | (full semester) | April 11 – May 2 |

ATTENDANCE:

Students are required to attend all class meetings. If you have an emergency and are unable to attend class, you must notify the professor in advance if possible.

Two absences will lower the grade by "one letter grade" and will forfeit an "A" in the course. Attendance of all students is expected during major project presentations. It is the responsibility of the student to inform the instructor of an expected absence. All absences will be considered by the instructor—based on extenuating circumstances—on a case by case basis. Absent students must make up missed work or examinations as approved by the instructor. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "D/F".

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

- Plagiarism will not be tolerated and a grade of "F" will be assigned for the course should this occur.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a

learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

CEP Program Policies

FIELD EXPERIENCES

Enrollment in this course will require that the student have field experience. The field experience will be defined in the learning activities as posted on the weekly modules.

COURSE POLICIES

College of Education and P-16 Integration Requirements:

Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

GRADING POLICIES AND ASSIGNMENTS

| COURSE GRADED ASSIGNMENT | TOTAL/WEIGHT |
|---|--------------|
| Personal Cover Letter and Resume | 100/5% |
| Individual Improvement Plan on Education Standards | 100/5% |
| Reflective Essay on School Improvement Plan and Change | 100/5% |
| Reflective Essay on Implementing the Learning Community Model in a School | 100/5% |
| Communication Plan for Implementing and Supporting a School Vision | 100/5% |
| Campus Plan to Implement and Monitor De-construction of TEKS Process | 100/5% |
| Reflective Essay on Findings from Principal Interviews | 100/10% |
| Safety School Audit on a School | 100/5% |
| Oral Presentation | 100/10% |
| Research Paper on a Topic Related to the Principalship | 100/20% |
| Mandino Book Report | 100/10% |
| Final Exam | 100/15% |

A =>90

B =>85-89

C =>80-84

F =<79

No grade of D is allowed in the Master's Degree.

Grade rubrics for assignments are provided below.

Full class participation is expected. Failure to fully participate in class will cause a drop in grade up to one letter grade.

LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

VIEWING GRADES IN BLACKBOARD

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

RESPONSE TIME:

Generally I will respond to emails within 12 of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update grades each time a grading session has been complete—typically 4 days following the completion of an activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course

Additional Course Policies

TIPS FOR SUCCESS

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

BUILD RAPPORT

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

COMPLETE ASSIGNMENTS

All assignments for this course will be submitted electronically through Blackboard. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

COURSE WEEKLY SCHEDULE

| Date | Standards TPS/ ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | To demonstrate learning students will: | Assessment | What will students do (read, view, discuss)? | Learning Activities | Learning Materials & Technology |
|------------|--|---|--|-----------------------|---|--|---------------------------------|
| January 17 | TPS 3A 3I/3V/3VI/3VII; 3II/3IV ELCC 1.1/1.2/1.3/1.4/ 2.4/3.1/3.4/4.1/ 4.4/ 3.1 | <ul style="list-style-type: none"> • Identify, analyze and compare learning standards and competencies of the school principal. • Recognize and analyze personal attributes, temperament, strengths and weaknesses as a leader and develop a written plan for growth and development. | <p>Align standards based on common concepts.</p> <p>Write an improvement plan based on results of completed self-assessments of standards of the school principal.</p> <p>Recognize and analyze their individual competencies and characteristics and tendencies relevant to personal interaction and perceptions of others.</p> <p>Colors Assessment</p> <p>MBTI Test</p> | <p>N/A</p> <p>DUE</p> | <p>TOPIC(S)</p> <ul style="list-style-type: none"> • INTRODUCTION <ul style="list-style-type: none"> ◦ Student Card & Expectations ◦ "Get Acquainted" • COURSE REVIEW <ul style="list-style-type: none"> ◦ Course Logistics ◦ Review Syllabus ◦ Discuss Reaction Papers ◦ Interviews with Principals ◦ "The Greatest Miracle in the World" Report ◦ Research Paper | <ul style="list-style-type: none"> • Syllabus • Student Cards • Principalship Standards PPT • What is the Principalship PPT • Colors Assessment • MBTI Assessment • Standards Self-Diagnosis • Uhlen Chapter 1 | |

SYLLABUS
EDUL 6350, The Principalship

| Date | Standards TPS/ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | Assessment <i>To demonstrate learning students will:</i> | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|------------|--|--|---|--|---|
| January 24 | TPS 1A/I/1 Aii 2A/I/2A/I/II/ 2A/I/III/2A/I/IV/ 2A/I/V/2A/I/VI 3A/I/II/3A/I/II/ 3A/I/III/3A/I/IV/ 3A/I/V/3A/I/VI/ 3A/I/3V/II 4A/I/4A/I/II/ 4A/I/III/4A/I/II/ 5A/I/5A/I/II ELLC 1.1-2.1/ 2.3-3.1/3.4/ 4.1/5.1 | <ul style="list-style-type: none"> Evaluate a school vision and improvement plan. Write a school vision. Understand and be able to constructively analyze a campus improvement plan focusing on vision, mission, needs assessment, collaborative process, communication, and strategic and evaluative components. | <ul style="list-style-type: none"> Review and understand the job responsibilities of the school principal. Understand development and implementation of the school vision, mission, and improvement plan. Review job descriptions and advertisements. Develop a personal resume and cover letter applying for a school principal job. | <ul style="list-style-type: none"> Review state and school district requirements of the school principal job. Discuss the job of a school principal. Discuss how to write a cover letter and resume in applying for a school principal position. Discuss and analyze a campus vision, mission, and improvement plan. | <ul style="list-style-type: none"> Completed ELCC Assessment Completed MBTI Assessment Completed Colors Assessment Completed Individual Improvement Plan Topic Assignment Cover Letter Applying to a Principal Position Personal Resume <ul style="list-style-type: none"> ELLC Assessment MBTI Assessment Colors Assessment Job descriptions State principal responsibilities School district principal responsibilities What is the Principalship PPT Ubien Chapter 1 School Vision School Mission Campus Improvement Plan |

| Date | Standards <i>TPS/ELLC</i> | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | To demonstrate learning <i>students will:</i> | Assessment <i>What will students do (read, view, discuss)?</i> | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|------------|---|--|---|--|---|---------------------------------|
| January 31 | TPS 1.A.i/1.A.ii 2.A.ii/2.A.i.II/ 2.A.i.V/2.A.i.V.I 3.A.i.I/3.A.i.II/ 3.A.i.III/3.A.i.V.I/ 3.A.i.V/3.A.i.V.II/ 3.A.i.V.III/ 4.A.i.I/4.A.i.II/ 4.A.i.III/4.A.i.III/ 5.A.i.I/5.A.i.I ELLC 1.1-2.1/ 2.3-3.1/3.4/ 4.1/5.1 | <ul style="list-style-type: none"> Identify, explain, and evaluate most challenging standards faced by practicing principals. Recognize and analyze personal attributes, temperament, strengths and weaknesses related to servant leadership. Begin integrating leadership theories and developing a personal leadership program and style. | <ul style="list-style-type: none"> Assess and analyze a practicing principal on a moral leadership scale and write an essay about the effects of moral leadership attributes. Interview practicing principal and identify most challenging responsibilities by the principal. | <ul style="list-style-type: none"> Cover letter DUE Resume TOPIC Discuss Personal Assessments Discuss "The Leadership Challenge" ASSIGNMENT Complete Influence Assessment Complete Servant Leadership Survey Complete principal interview | <ul style="list-style-type: none"> The Leadership Challenge PPT Principal Interviews Influence Assessment Servant Survey | |
| February 7 | TPS 1.A.i/1.A.ii 2.A.ii/2.A.i.II/ 2.A.i.III/2.A.i.V.I/ 2.A.i.V/2.A.i.V.I 3.A.i.I/3.A.i.II/ 3.A.i.III/3.A.i.V.I/ 3.A.i.V/3.A.i.V.II/ 3.A.i.V.III/ 4.A.i.I/4.A.i.II/ 4.A.i.III/4.A.i.III/ 5.A.i.I/5.A.i.I ELLC 1.1-2.1/ 2.3-3.1/3.4/ 4.1/5.1 | <ul style="list-style-type: none"> Identify, explain, and evaluate most challenging standards faced by practicing principals. Recognize and analyze personal attributes, temperament, strengths and weaknesses related to servant leadership. Begin integrating leadership theories and developing a personal leadership program and style. | <ul style="list-style-type: none"> Assess and analyze a practicing principal on a moral leadership scale and write an essay about the effects of moral leadership attributes. Interview practicing principal and identify most challenging responsibilities by the principal. | <ul style="list-style-type: none"> DUE Completed Principal Interviews Completed Influence Assessment Completed Servant Leadership TOPIC Discuss Principal Interviews Discuss Servant/Influence Assessments Discuss "The Leadership Challenge" ASSIGNMENT Complete Leadership Style Assessment | <ul style="list-style-type: none"> ELLC Assessment MBTI Assessment The Leadership Challenge PPT Principal Interviews Influence Assessment Leadership Style Assessment | |

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SYLLABUS

EDUL 6350, The Principalship

| Date | Standards TPS/ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | Assessment <i>To demonstrate learning students will:</i> | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|-------------|---|--|--|---|---|
| February 14 | 3 II, V, VI, VII, VIII, iii; 4 V, iii, Bi | <ul style="list-style-type: none"> • Evaluate a school's implementation of a learning community. • Evaluate individual ethics as they pertain to development of learning communities. • Evaluate humanizing behaviors and acts. • Recognize and analyze own personal leadership style. | <p>Write an essay about a school's implementation of a learning community model.</p> <p>Evaluate results from servant leader assessment.</p> <p>Servant Leader Assessment</p> <p>Evaluate Influence Assessment</p> <p>Evaluate Leadership Style Assessment</p> | <p>DUE</p> <ul style="list-style-type: none"> • Mandino Report • Leadership Style Assessment • Research Paper Proposal TOPIC • Discuss Mandino Report • Learning community • Discuss Leadership Style Assessment • ASSIGNMENT | <ul style="list-style-type: none"> • Leadership Style Assessment • Learning Community PPT • Ubben Chapter 11 |
| February 21 | 3 II, V, VI, VII, VIII, iii; 4 V, iii, Bi | <ul style="list-style-type: none"> • Evaluate a school's implementation of a learning community. • Evaluate individual ethics as they pertain to development of learning communities. • Evaluate humanizing behaviors and acts. • Recognize and analyze own personal leadership style. | <p>Write an essay about a school's implementation of a learning community model.</p> <p>Evaluate results from servant leader assessment.</p> <p>Servant Leader Assessment</p> <p>Evaluate Influence Assessment</p> <p>Evaluate Leadership Style Assessment</p> | <p>DUE</p> <ul style="list-style-type: none"> • N/A • TOPIC • Learning community • ASSIGNMENT • Reflective Essay about implementing the learning community model in a school. | <ul style="list-style-type: none"> • Learning Community PPT • Ubben Chapter 11 |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. (1)

SYLLABUS
EDUL 6350, The Principalship

| Date | Standards TPS/ ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | To demonstrate learning students will: | Assessment students will: | What will students do (read, view, discuss)? | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|-------------|-----------------------------------|--|--|--|---|---|------------------------------------|
| February 28 | 3 V. VI; ELCC 1.2, 1.3, 1.4 | <ul style="list-style-type: none"> Evaluate techniques for leading change. Evaluate individual behaviors related to addressing conflict. | <p>Write a written 3-5 page essay describing a change experience and identifying where the principles apply throughout the essay.</p> <p>Evaluate Conflict Assessment results.</p> | <p>DUE</p> <p>Essay about School Implementation of Learning Community Model</p> <p>TOPIC</p> <p>Leading Change</p> <p>ASSIGNMENT</p> <p>Complete Conflict Assessment</p> <p>• Read Ten Do's and Don'ts About Change</p> <p>• Read Hord's Ten Principles of Change</p> | <ul style="list-style-type: none"> Essay about School Implementation of Learning Community Model TOPIC Leading Change ASSIGNMENT Complete Conflict Assessment • Read Ten Do's and Don'ts About Change • Read Hord's Ten Principles of Change | <ul style="list-style-type: none"> Conflict Assessment Leading Change PPT CBAM Inventory • Ten Do's and Don'ts About Change • Ten Principles of Change | |
| March 7 | 3 V. VI; ELCC 1.2, 1.3, 1.4 | <ul style="list-style-type: none"> Evaluate techniques for leading change. Evaluate individual behaviors related to addressing conflict. | <p>Write a written 3-5 page essay describing a change experience and identifying where the principles apply throughout the essay.</p> <p>Evaluate Conflict Assessment results.</p> | <p>DUE</p> <p>Completed CBAM Assessment</p> <p>TOPIC</p> <p>Leading Change</p> <p>ASSIGNMENT</p> <p>• Hord's Ten Principles of Change</p> <p>• Complete CBAM Inventory</p> <p>Bring copy of school improvement plan (2015-2016)</p> <p>• Bring copy of state accountability data for campus (2015-2016)</p> | <ul style="list-style-type: none"> Completed CBAM Assessment Completed CBAM Inventory Leading Change ASSIGNMENT • Hord's Ten Principles of Change • Complete CBAM Inventory Bring copy of school improvement plan (2015-2016) • Bring copy of state accountability data for campus (2015-2016) | <ul style="list-style-type: none"> CBAM Inventory Leading Change PPT CBAM Inventory • Ten Do's and Don'ts About Change • Ten Principles of Change | |

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EDU 6350, The Principalship

| Date | Standards TPS/ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | Assessment <i>To demonstrate learning students will:</i> | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|----------|-----------------------------------|--|---|--|--|
| March 21 | 3 V, VI; ELCC 1.2, 1.3, 1.4 | <ul style="list-style-type: none"> Evaluate techniques for leading change. Evaluate CBAM behaviors | <p>Create a plan to lead a change process at your school</p> <p>Evaluate CBAM Inventory results</p> | <p>DUE</p> <ul style="list-style-type: none"> CBAM Inventory Copy of school improvement plan (2015-2016) Copy of state accountability data for campus (2015-2016) TOPIC Discuss Conflict/CBAM Assessment results Leading Change Ten Do's and Don'ts About Change Hord's Ten Principles of Change School Improvement/State Accountability Report Activity ASSIGNMENT Bring copy of TEKS | <ul style="list-style-type: none"> Conflict Assessment CBAM Inventory PPT Leading Change Ten Do's and Don'ts About Change School Improvement/State Accountability Report Activity TEKS De-construction of TEKS PPT |
| March 28 | TPS 1 I, 1 IV, ii | <ul style="list-style-type: none"> Apply De-construction of TEKS and write campus plan to implement and monitor this instructional technique. | | <p>Write campus plan to implement and monitor De-construction of TEKS process.</p> | <ul style="list-style-type: none"> N/A TOPIC De-construction of TEKS ASSIGNMENT Write campus plan to implement and monitor De-construction of TEKS process. Retrieve Texas School Safety Center Audit Toolkit DUE |
| April 4 | TPS 4 iv ELCC 3.3, 3.5 | <ul style="list-style-type: none"> Audit and evaluate a school's safety environment using the Texas School Safety Center Audit Toolkit. | | <p>Complete a school safety audit and design improvements.</p> | <ul style="list-style-type: none"> Copy of Texas School Safety Center Audit Toolkit TOPIC School Safety Audit ASSIGNMENT Conduct an audit of a school using the Texas School Safety Center Texas School Safety Center Audit Toolkit School Safety PPT Ubbel Chapter 13 |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 11

| Date | Standards TPS/ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | To demonstrate learning <i>Students will:</i> | Assessment <i>What will students do (read, view, discuss)?</i> | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|------|-----------------------|--|--|---|---|---------------------------------|
| | | | | | <p>Audit Toolkit. Complete only the portions of the audit that applies for this assignment. The portions that apply are as follows:</p> <ol style="list-style-type: none"> 1. Coversheet 2.Demographics 3.Intruder 4.Risk Factor 5.Instructional 1 of 1 and 1 of 2 6.Administration <p>Write a report on the findings, recommendations and commendations regarding the audit.</p> <p>The items for completion of this assignment include:</p> <p>Title page</p> <ol style="list-style-type: none"> 1. An introduction that discusses the topic of the School Safety Audit from the readings. 2. A narrative describing your experience performing this audit such as when you did complete portions of the audit, what issues did you encountered, what did you learn about the audit. 3. Describe the 5 recommendations and 5 commendations from the audit. 4. State at least 3 implications for the role of the principal. 5. Attach the audit as an appendix. <ul style="list-style-type: none"> • Read and bring copies of School District Policies FN and FO and Student Code of Conduct. | |

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| Date | Standards TPS/ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | Assessment <i>To demonstrate learning students will:</i> | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|----------|---|---|---|---|--|
| April 11 | TPS 4 iv ELCC 3.3, 3.5, 5.3, 5.4, 5.5 | <ul style="list-style-type: none"> Apply effective student disciplinary techniques based on local, state, and federal laws. Develop expectations for classroom management and discipline. | Write and report on how to handle a student disciplinary incident. Evaluate a classroom management plan. | <p>DUE</p> <ul style="list-style-type: none"> School Safety Audit Student Discipline TOPIC Read and bring copies of: <ol style="list-style-type: none"> Read FN Legal & Local School Board Policy regarding Student Rights & Responsibilities Read FO Legal & Local School District Policies regarding Student Discipline Read and analyze the Texas Student Code of Conduct from your school district Write a 2-3 page narrative about the major interview findings with an administrator. Read "The Other Side of Student Discipline" | <ul style="list-style-type: none"> FN & FO School District Policies Student Handbook Student Discipline PPT "The Other Side of Student Discipline" |
| April 18 | TPS 4 iv ELCC 3.3, 3.5, 5.3, 5.4, 5.5 | <ul style="list-style-type: none"> Apply effective student disciplinary techniques based on local, state, and federal laws. Develop expectations for classroom management and discipline. | Write and report on how to handle a student disciplinary incident. Evaluate a classroom management plan. | <p>DUE</p> <p>The Other Side of Discipline TOPIC</p> <ul style="list-style-type: none"> Student Discipline "The Other Side of Student Discipline" ASSIGNMENTS N/A | <ul style="list-style-type: none"> FN & FO School District Policies Student Handbook Student Discipline PPT "The Other Side of Student Discipline" |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 13

| Date | Standards TPS/ ELCC | Learning Objectives <i>On completion of this instruction, students will be able to:</i> | To demonstrate learning students will: | Assessment | Learning Activities <i>What will students do (read, view, discuss)?</i> | Learning Materials & Technology |
|----------|------------------------------------|--|---|----------------------------------|--|------------------------------------|
| April 25 | Presentations | | | DUE • Research Paper TOPIC | • Presentations ASSIGNMENTS | • Presentation Materials |
| May 2 | Presentations Final Exam Review | | | N/A DUE • N/A TOPIC | • Presentations ASSIGNMENTS N/A | • Presentation Materials |
| May 9 | Final Exam | | Final Exam | N/A DUE • N/A TOPIC | • Final Exam ASSIGNMENTS N/A | • Final Exam |

ASSIGNMENT RUBRICS

| Research Paper Rubric | | | | | | |
|---|--|---|--|--|--|-------|
| Category | Exceeds Standard (96-100 pts) | Meets Standard (90-95 pts) | Nearly Meets Standard (80-89 pts) | Does Not Meet Standard (50-79 pts) | No Evidence (0 pts) | Score |
| Title Page | Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors | Evidence of four | Evidence of 3 | Evidence of 2 or less | Absent | |
| Thesis Statement | Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking. | Clearly states the paper's purpose in a single sentence. | States the paper's purpose in a single sentence. | Incomplete and/or unfocused. | Absent, no evidence | |
| Introduction | The introduction is engaging, states the main topic and previews the structure of the paper. | The introduction states the main topic and previews the structure of the paper. | The introduction states the main topic but does not adequately preview the structure of the paper. | There is no clear introduction or main topic and the structure of the paper is missing. | Absent, no evidence | |
| Body | Each paragraph has sufficient supporting detail sentences that develop the main idea. | Each paragraph has sufficient supporting detail sentences that develop the main idea. | Each paragraph lacks supporting detail sentences. | Each paragraph fails to develop the main idea. | Not applicable | |
| Organization- Structural Development of the Idea | Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are used to enhance organization. | Paragraph development present but not perfected. | Logical organization; organization of ideas not fully developed. | No evidence of structure or organization. | Not applicable | |
| Conclusion | The conclusion restates the thesis. | The conclusion restates the thesis. | The conclusion does not adequately restate the thesis. | Incomplete and/or unfocused. | Absent | |
| Mechanics | No errors in punctuation, capitalization and spelling. | Almost no errors in punctuation, capitalization and spelling. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling. | Not applicable | |
| Usage | No errors sentence structure and word usage. | Almost no errors in sentence structure and word usage. | Many errors in sentence structure and word usage. | Numerous and distracting errors in sentence structure and word usage. | Not applicable | |
| Citation | All cited works, both text and visual, are done in the correct format with no errors. | Some cited works, both text and visual, are done in the correct format. Inconsistencies evident. | Few cited works, both text and visual, are done in the correct format. | Absent | Not applicable | |
| Bibliography | Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) | Done in the correct format with few errors. Includes 5 major references (e.g. education journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) | Done in the correct format with many errors. Includes 4 major references (e.g. education journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) | Done in the correct format with many errors. Includes 3 major references (e.g. education journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.) | Absent or the only sites are internet sites. | |

Reflection Essay Rubric

| Reflection Essay Rubric | | | | | | |
|--|--|---|--|--|--|--------------|
| | Exceeds Standard (96-100 pts) | Meets Standard (90-95 pts) | Nearly Meets Standard (80-89 pts) | Does Not Meet Standard (50-79 pts) | No Evidence (0 pts) | Score |
| Reflect personal learning | Shows great depth of knowledge and learning, reveals feelings and thoughts, abstract ideas reflected through use of specific details. | Relates learning with topic, personal and general reflections included, uses concrete language. | Does not go deeply into the reflection of learning, generalizations and limited insight, uses some detail. | Little or no explanation or reflection on learning, no or few details to support reflection. | Shows no evidence of learning or reflection. | |
| Organization-Structural Development of the Idea | Written demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. | Paragraph development present but not perfected. | Logical organization; organization of ideas not fully developed. | No evidence of structure or organization | Not applicable | |
| Conclusion | The conclusion is engaging and restates personal learning. | The conclusion restates the learning. | The conclusion does not adequately restate the learning. | Incomplete and/or unfocused. | Not applicable | |
| Mechanics | No errors in punctuation, capitalization and spelling. | Almost no errors in punctuation, capitalization and spelling. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling. | Not applicable | |
| Usage | No errors in sentence structure and word usage. | Almost no errors in sentence structure and word usage. | Many errors in sentence structure and word usage. | Numerous and distracting errors in sentence structure and word usage. | Not applicable | |

ORAL PRESENTATION

| ORAL PRESENTATION | | | |
|---|---|---|--|
| Components | 3-Advanced (90-100 Points) | 2-Developed (80-89 Points) | 1-Emerging (79-50 Points) |
| Organization | Presentation is clear, logical, and organized. Listener can follow line of reasoning. | Presentation is generally clear and well organized. A few minor points may be confusing. | Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear. |
| Style | Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all. | Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her. | Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read. |
| Use of Communication Aids | Communication aids enhance presentation. <ul style="list-style-type: none"> The font on the visuals is readable. Information is represented and organized to maximize audience comprehension. Details are minimized so that main points stand out. | Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> Font size is mostly readable. Appropriate information is included. Some material is not supported by visual aids. | Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> Font size is too small to read. Too much information is included. Details or some unimportant information is highlighted, and may confuse the audience. |
| Content Depth of Content Accuracy of Content | Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights. Information (names, facts, etc) included in the presentation is consistently accurate. | For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included. No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight. | Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation. Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable. |
| <i>Use of Language</i> | | | |

| | | | |
|-----------------------------------|---|--|--|
| Grammar and Word Choice | Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely. | Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise. | Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate. |
| <i>Responsiveness to Audience</i> | Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience | Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience. | Responds to questions inadequately. Body language reveals a reluctance to interact with audience. |

Grading for Class Participation

| | A (No Grade Loss) | B (5 Points Grade-Loss) | C (One Letter Grade-Loss) |
|------------------------------|---|--|--|
| Frequency and Quality | Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives | Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways. | Attends class regularly but <i>rarely or never contributes</i> to the discussion in the aforementioned ways. |
| Classroom Etiquette | Always follows classroom rules regarding cell phone, computer, and class breaks. | Most of the time follows classroom rules regarding cell phone, computer, and class breaks. | Sometimes follows classroom rules regarding cell phone, computer, and class breaks. |

Book Report Rubric

| | Exceeds Standard (96-100 pts) | Meets Standard (90-95 pts) | Nearly Meets Standard (80-89 pts) | Does Not Meet Standard (50-79 pts) | No Evidence (0 pts) | Score |
|--|--|---|--|--|--|--------------|
| Reflect personal learning | Shows great depth of understanding and reflection of concepts in book and their application to the principalship | Relates learning with the work related to the principalship and demonstrates reflection on the concepts in the book | Demonstrates a minor understanding and reflection on concepts in book as they relate to the principalship | Little or no explanation or reflection on learning, no or few details to support reflection. | Shows no evidence of learning or reflection. | |
| Organization-Structural Development of the Idea | Writer provides an well-structured summary of story and a reflection that includes logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. | Writer provides a summary of story and paragraph development present but not perfected. | Writer provides a minimal summary of story and some logical organization; organization of ideas not fully developed. | Minimal to no summary of story and no evidence of structure or organization in writing | Not applicable | |
| Conclusion | The conclusion is engaging and restates personal learning. | The conclusion restates the learning. | The conclusion does not adequately restate the learning. | Incomplete and/or unfocused. | Not applicable | |
| Mechanics | No errors in punctuation, capitalization and spelling. | Almost no errors in punctuation, capitalization and spelling. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling. | Not applicable | |
| Usage | No errors in sentence structure and word usage. | Almost no errors in sentence structure and word usage. | Many errors in sentence structure and word usage. | Numerous and distracting errors in sentence structure and word usage. | Not applicable | |

ORGANIZATION AND SCHOOL LEADERSHIP DEPARTMENT
COLLEGE OF EDUCATION AND P-16 INTEGRATION
SYLLABUS
EDU L 6355 – SPRING 2017

INSTRUCTOR: Dr. Marisa Chapa

CLASSROOM: McAllen Teaching Site

OFFICE HOURS: Online and by appointment

DATES: Jan. 18-May 10

CELL PHONE (512) 743-1412

EMAIL: marisa.chapa@utrgv.edu

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Texts:

M. Scott Norton. (2008). *Human Resources Administration for Educational Leaders*. Thousand Oaks, CA: Sage.
Sorenson, R.D. & Goldsmith, L.M. (2013). *The Principal's Guide to School Budgeting*. Second Edition. Thousand Oaks, CA: Sage.

Additional materials will be provided through Blackboard

COURSE DESCRIPTION AND PREREQUISITES

COURSE STRUCTURE

This course will be delivered as a blended course delivered through the course management system, Blackboard and through face-to-face instruction. You will use your UTRGV account to login to the course from the Blackboard login page.

MINIMUM TECHNICAL SKILLS REQUIRED

Students must be able to use Microsoft applications, use e-mail with attachments, create and submit files, and be able to open files such as WORD and PDF.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Resources, Tutorials and FAQ's Web Page

Contact Information for Blackboard Support:

Brownsville Campus

Rusteberg 108

(956) 882-6792

Edinburg Campus

Education Complex 2.202

(956) 665-5327

Email for Both: colthelp@utrgv.edu

Learning Objectives/Outcomes for the Course: Student Learning Outcomes

- Develop an understanding of personnel administration functions within the total school organization.
- Develop a working knowledge of personnel policy.
- Describe staffing from a campus perspective, and develop a personnel recruitment and selection plan.
- Create a staff development plan.
- Implement a personnel evaluation process.
- Identify personnel employment and termination issues
- Build a school budget focused on a data driven campus improvement plan and needs assessment process through class activities and a budget project
- Explain and apply basic budgeting concepts and planning processes, allocations, coding application, student

enrollment and teacher projections and related data and establish timelines in building a campus budget.

CEP Program Policies

Credit

Graduate--Three Credit Hours

College of Education and P-16 Integration Requirements:

- Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

COURSE OBJECTIVES

| COURSE OBJECTIVES | PROGRAM SLOs | PROGRAM STANDARDS |
|--|--|---|
| Create a staff development plan. | Student Learning Outcome (#3): Students will be able to articulate the importance and impact that socio-cultural factors, school law, school community relations, and budgeting have on the development and management of public schools and on educational success. | D1 - Develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals. D2 - Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts. D3 - Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources. |
| Describe staffing from a campus perspective, and develop a personnel recruitment and selection plan. | | D4 - Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff. |
| Identify personnel employment and termination issues | | |
| Implement a personnel evaluation process. Students will define formative and summative evaluations processes and use these appropriately to improve the knowledge and skills of campus staff based on a checklist. | | D5 - Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff. |
| Develop an understanding of personnel administration functions within the total school organization. Students will propose strategies for improving organizational health and morale based on a climate survey. | | D6 - Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members. |

| | | |
|---|--|--|
| <p>Create a staff development plan. The students will complete a self-assessment of their professional knowledge and skills and develop a professional growth plan based on the results of the self-assessment.</p> <p>Develop a working knowledge of personnel policy. Students will demonstrate how to allocate and manage human, material, and financial resources according to school, district policies and campus priorities.</p> | | <p>D7 – Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills to model lifelong learning.</p> <p>F7 - Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities.</p> |
| <p>Explain and apply basic budgeting concepts and planning processes, allocations, coding application, student enrollment and teacher projections and related data and establish timelines in building a campus budget.</p> <p>The students will develop a campus budget planning process by reviewing actual budgets and writing a collaborative management plan.</p> | | <p>F8 - Collaboratively plan and effectively manage the campus budget.</p> |
| <p>Build a school budget focused on a data driven campus improvement plan and needs assessment process through class activities and a budget project</p> | | |

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

Assignments and Assessments

This course satisfies TEA assessments requirements by through Assessment #7. Assessment #7 covers ELLC Standards: 3.1b,c, 3.2a, 3.3a, 5.3a, 6.1 d, e.

UTRGV University Policies

STUDENTS WITH DISABILITIES: If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses

dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

CEP Program Policies

FIELD EXPERIENCES (*If applicable)

Texas Administrative Code Rules §228 require that teacher candidates have a minimum of 30 hours....

COURSE POLICIES

Students' work and participation in class, while being one indicator of knowledge of course material, also reflect students' dispositions with regard to becoming an effective school administrator. The following dispositions are expected and will be monitored for all students:

- Professional behavior
- Appreciation of human diversity
- Commitment to collaboration with colleagues
- Commitment to ethical behavior, honesty, and integrity
- Commitment to life-long learning, including professional development

As indications of positive and professional dispositions, students are expected to:

- Be actively involved during activities both in face to face classes and online discussions
- Be on time for class and when submitting assignments
- Cooperate in and make significant contributions to group activities
- All class work must be typed using 12-point font and double-spaced
- APA style 6th edition is to be used. (Publication Manual of the American Psychological Association)
- Please silence cell phones before entering the classroom at all sites
- Texting should be limited (emergencies do arise – let the instructor know in advance if you are expecting an important message to which you will need to respond.)
- Electronic devices should be used for class purposes only

ATTENDANCE POLICY

100% attendance is expected for this course. Two absences will result in a one-letter grade reduction. Please notify the instructor 24 hours in advance regarding your absence. In the case of an emergency, please notify the instructor as soon as one becomes aware of the situation. No absence constitutes a "pass" for assignments. It is the responsibility of the student to make arrangements with the instructor for assignments and assessments. Late assignment penalties will still be in effect if the student does not meet the timeline established after the absence.

GRADING POLICIES AND ASSIGNMENTS

All assignments will be submitted electronically through Blackboard. Late assignments will not be accepted. Course reading assignments should be completed by designated dates. Participation grades will be based on use of textbooks and other readings as assigned.

GRADING POLICY

Grades will be based on class participation, online discussions, class activities, assignments, reading summaries and the final exam. All points possible and earned will be posted in Blackboard. Incomplete grades will not be given unless deemed a medical emergency or death in the immediate family. Students wishing to appeal a grade must adhere to H.O.P. policy.

STUDENT EXPECTATIONS

1. Participate in online discussions.
2. Turn in assignments on time.
3. The final exam will be a comprehensive essay exam that will require participants to answer essay questions by providing a thorough synthesis of all materials addressed in this course.
4. Reading summaries: A two page summary of each assigned chapter will be submitted.

Chapter Reading Summary Format

Goal: Prepare a summary (approximately 2 pages double-spaced, 12 point font, Times New Roman) that will capture the highlights of each assigned chapter. Summaries must be completed in paragraph form.

- I. Present main points of the chapter with a focus on the best research based practices that support the reading.
- II. Provide a personal reflection on the chapter.
- III. Provide a full citation of the chapter and include additional research you found either from the text or from other articles/books at the end of your summary.

| Date | Standard | Objective | Assessment | Activity | Materials |
|---|---|--|--|--|--|
| Jan 18 Jan 25 Feb. 1 Feb. 8 Feb. 15 (Online) | F1: Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities. | Students will demonstrate knowledge of how to allocate and manage human, material, and financial resources according to school, district policies and campus priorities. | Students will analyze a campus budget and determine how funds are allocated to manage human, material, and financial resources according to school, district policies and campus priorities based on a grading rubric. | Professor will provide background work to prepare students for the objective through lecture and class discussion. Students will analyze a campus budget and determine how funds are allocated to manage human, material, and financial resources according to school, district policies and campus priorities. | Campus Budget and a rubric to grade (see folder) |
| Feb. 22 March 1 (Online) March 8 March 22 (Online) | F8: Collaboratively plan and effectively manage the campus budget. | The student will become aware of the campus budget planning process by reviewing actual budgets and developing a collaborative management plan. | Prepare and submit a collaborative management plan. | Professor will discuss district and campus budgets; staffing plans, and District Board Policies | District and campus budgets. District and campus staffing plans. District Board Policies |

| | | | | | |
|------------------------------|--|--|--|--|--|
| March 29 April 5 (Online) | D1: Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals. | Students will develop a professional development plan that addresses adult and motivation theory graded on a rubric. | [Develop] a Professional development plan, graded on a rubric. Students review and analyze a staff development plan identifying and discussing key components of an effective plan and identify the funding and resources needed to execute the plan. to be posted in a Discussion Board. | Review surveys to identify effectiveness on application of adult learning and motivation theory. Students read textbook. Students will review and complete the an informal observation of a classroom. | Sample staff development plan TAPR reports T-TESS reports Walkthrough forms Rubric Document Textbook Chapters TEA link Regional Service Center websites needs assessment documents: T-TESS, TAPR, walkthroughs, campus plan. |
| | D2: Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts. | | Students develop their own staff development plan. | | |
| | D3: Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources; | | | | |

| | | | | | |
|----------------------|---|---|---|---|---|
| April 12 | D4: Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff. | Student will identify documents containing strategies for effective recruitment, selection, assignment, induction of campus staff and allocation of financial resource. | Using a rubric cross reference adequacy of financial resources to human resources management, district policies, and campus priorities. | Utilize job descriptions, job announcements, needs assessments staffing plans, policies, Equal Employment guidelines. | Field materials District policies Rubric District Website |
| April 19 (Online) | D5: Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff. | Student will define formative and summative evaluations processes and use these appropriately to improve the knowledge and skills of campus staff based on a checklist. | Develop written evaluation documents (T-TESS) expanding formal evaluations tools including summaries and walk throughs. | Evaluation instruments for all professional and non-professional personnel Walk-throughs | textbook |
| April 26 | D6: Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members. | Students will propose strategies for improving organizational health and morale based on a climate survey. | Use rubric to cross-reference needs assessment with strategy implementation. | Review of climate surveys, strategies, activities, celebrations and recognitions. | Surveys Published articles Financial resources Implementation data |

| | | | | | |
|--------|--|--|--|---|---|
| | D7: Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning. | The student will complete a self-assessment of their professional knowledge and skills and develop a professional growth plan based on the results of the self-assessment. | Utilize the T-TESS instrument for identification of areas of growth and plan for professional development. | Professor discusses the need for a campus instructional leader to model lifelong learning and self-improvement. Professor provides blank T-TESS document and asks student to review individually and check areas in which they feel proficient and an X on those areas in need of improvement. Discuss in groups possible methods for improvement. Each student writes an analysis of his/her needs and develops a plan of action for improvement of knowledge and skills necessary for effective instructional leadership. | T-TESS and/or other assessment instruments District policies |
| May 3 | | | | | |
| May 10 | Final Exam | | | | |

GRADES

| | | |
|-------------|---------------------------------|---|
| February 22 | Discussion #1 | One page summary-10 points Response-5 points Participation in discussion-5 points |
| March 1 | Discussion #2 | Initial post- 10 points Comparison post- 10 points |
| March 22 | Discussion #3 | Two page summary- 10 points |
| April 5 | Discussion #4 | Two page summary- 10 points Response- 5 points |
| April 19 | T-TESS scripting notes | 10 points |
| May 3 | TexasISD.com Article/Discussion | 5 points |
| May 10 | FINAL | 20 points |
| | Total | 100 points |

SYLLABUS

EDUL 6300

Data Management for School Improvement

Department of Organization and Education Leadership



**College of Education
& P-16 Integration**

INSTRUCTOR INFORMATION

Instructor: George Padilla

Office: Edinburg Campus EDUO 1.612

Office Hours: Tuesday & Thursday – 9:00 am - 1:00 pm

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, virtual session, or a meeting.

Office Telephone: 956-665-3462

E-mail: george.padilla02@utrgv.edu

Term – Fall 2017

Meeting Times and Location: Monday 4:40-7:10 p.m. at McAllen Teaching Site (Room 1.102), 1800 S. Main Street, Suite 1100, McAllen, TX 78503, Phone: (956) 665-2071.

Response Time:

Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION AND PREREQUISITES

This course focuses on analyzing and interpreting campus data for decision-making necessary to promote the success of all children. Special emphasis will be on developing action plans to meet student performance goals. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation. Applicable laws, policies and regulations including local, state, and federal accountability standards will be emphasized. There are no course prerequisites for this course.

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT

Bernhardt, V. L. (2013). *Data Analysis for Continuous School Improvement*, 3rd Edition. Routledge, New York, NY.

2015-2016 Campus Texas Academic Performance Reports (TAPR), Texas Education Agency <http://ritter.tea.state.tx.us/perfreport/tapr/2016/>

Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance, Texas Education Agency http://www.tcdss.net/tcdss/docs/tais_data_analysis_guidance.pdf

2016 Accountability Manual, Texas Education Agency

<http://ritter.tea.state.tx.us/perfreport/account/2016/manual/>

2015-2016 Campus Accountability Data

Access to Internet

Access to MS Excel or Other Spreadsheet Software

RECOMMENDED TEXTS & OTHER READINGS

APA Publication Manual of the American Psychological Association 6th Edition. (2009, October). Third Printing Washington D. C.: American Psychological Association.



LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE PROGRAM STUDENT LEARNING OUTCOMES

- 1. School Community Leadership:** Principal certification candidates will demonstrate school community leadership by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- 2. Instructional Leadership:** The principal certification candidates will demonstrate effective instructional leadership through facilitating the design and implementation of curricula and instructional programs that enhance student learning; designing and implementing comprehensive professional growth plans and evaluation processes; and by applying effective organizational and problem-solving skills to ensure an effective learning environment.
- 3. Administrative Leadership:** Principal certification candidates will demonstrate administrative leadership by applying effective management principles into campus budgeting, personnel, resource utilization plans, technology use, physical plan and other support systems to ensure an effective and safe learning environment.

STATE OR NATIONAL STANDARDS

Presented in this course are the following state and national principal education standards.

Texas Administrative Code Title 19 Part 7 Chapter 241 Rule §241.15 EDUCATION STATE BOARD FOR EDUCATOR CERTIFICATION PRINCIPAL CERTIFICATE

Standards Required for the Principal Certificate

(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:

- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(e) Executive Leadership. The principal:

- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;

(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(f) Strategic Operations. The principal:

(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;

(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;

(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(9) uses technology to enhance school management;

(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

**National Policy Board for Educational Administration
National Educational Leadership Preparation (NELP) Standards & Elements**

STANDARD ONE: Mission, Vision, and Core Values

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) a shared mission and vision; 2) a set of core values; 3) a support system; and 4) a school improvement process.

Element 1.1 (MISSION AND VISION)

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

STANDARD TWO: Ethics and Professional Norms

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) professional norms; 2) decision-making; 3) educational values; and 4) ethical behavior.

Element 2.1 (PROFESSIONAL NORMS)

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration,

perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

STANDARD FOUR: Instructional Leadership

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) learning system; 2) instructional practice; 3) assessment system; and 4) learning supports.

Element 4.2 (INSTRUCTIONAL PRACTICE)

Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

Element 4.3 (ASSESSMENT SYSTEM)

Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

STANDARD SIX: Operations and Management

Program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: 1) management and operation; 2) data and resources; 3) communication systems; and 4) legal compliance.

Element 6.2 (DATA AND RESOURCES)

Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

Element 6.4 (LEGAL COMPLIANCE)

Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

COURSE OBJECTIVES

Course Objective #1: Identify the five major questions of continuous school improvement and explain why answering each question is important for continuous school improvement and *how* answering each question contributes to improving schools with 80 % accuracy based on a rubric.
Course Objective #2: Identify the four categories (Demographics, Perceptions, Student Learning & School Processes) of data (pg. 17) that help to understand the school's impact on student achievement and each intersect to contribute to improving schools and create a three-year demographic profile of their school with 80% accuracy based on a rubric with 80 % accuracy based on a rubric.

Course Objective #3: Explain how a perception questionnaire and/or survey provided by the instructor can be used to gather stakeholders' perceptions and explain how results may be used to promote continuous school improvement with 80% accuracy based on a rubric.

Course Objective #4: Identify various ways to measure student learning and use their own campus data to 1) create a summary chart of their own school performance 2) identify one

strength, 3) identify one subject and one grade that is not getting desired results, and 4) explain reasons for their decisions with 80% accuracy based on a rubric.

Objective 5: Understand the Texas Accountability Intervention System (TAIS): Data Analysis Guidance & Document Campus Texas Academic Performance Reports (TAPR).

Objective 6: Design programs/ processes for implementing and evaluating one Critical Success Factors found in Section 6 of the Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document with 80% accuracy based on a rubric.

Objective 7: Apply the Problem-Solving Cycle to develop a solution for a student performance problem to ensure programs and instruction meet the needs of all students with 80% accuracy based on a rubric.

Objective 8: Delve deeper into a school's data to understand how the school is getting its current results. These analyses will help school staffs to understand what is working, what is not working, and what to do to get different results.

Objective 9: Analyze their school's vision through a developmental process. Compare this process to the campus development and how they impact continuous school improvement with 80% accuracy based on a rubric.

Objective 10: Utilize emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning for use in creative and effective campus decision making and creating a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

| COURSE OBJECTIVES | PROGRAM SLOs | TEXAS PRINCIPAL CERTIFICATE STANDARDS | NELP |
|-------------------|--------------|---|------------------------------|
| 1 | SLO1 | b(2), b(3), b(8), e(6), e(7), e(8), f(1), (f2), f(3), f(4), f(11), g(1) | 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 |
| 2 | SLO1 | b(2), e(7), f(1) | 4.3, 6.2 |
| 3 | SLO1 | b(2), b(8), e(7), f(1), f(4), | 1.1, 4.3 |
| 4 | SLO2 | b(2), e(7), f(1), f(4) | 1.1, 4.3, 6.2 |
| 5 | SLO2 | b(2), e(7), e(8), f(1), (f2), f(4), f(7), f(11), g(1) | 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 |
| 6 | SLO2 | b(2), e(7), e(8), f(1), (f2), f(4), f(7), f(11), g(1) | 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 |
| 7 | SLO1 | b(3), b(8), e(6), e(7), e(8), f(1), (f2), f(3), f(4), f(7), f(11) | 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 |
| 8 | SLO2, SLO3 | b(2), e(7), f(1), f(3), f(4) | 2.1, 4.2, 4.3, 6.2 |
| 9 | SLO1, SLO3 | b(2), b(3), b(8), e(6), e(7), e(8), f(1), (f2), f(3), f(4), f(11) | 1.1, 2.1, 4.2, 4.3, 6.2 |

| COURSE OBJECTIVES | PROGRAM SLOs | TEXAS PRINCIPAL CERTIFICATE STANDARDS | NELP |
|-------------------|------------------|---|------------------------------|
| 10 | SLO1, SLO2, SLO3 | b(2), b(3), b(8), e(6), e(7), e(8), f(1), (f2), f(3), f(4), f(7), f(9), f(11), g(1) | 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 |

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

Mozilla's [Firefox](#) (latest version; Macintosh or Windows)

Google [Chrome](#) (latest version; Macintosh or Windows)

Adobe's [Flash Player & Reader](#) plug-in (latest version)

Apple's [QuickTime](#) plug-in (latest version)

Project Software – Microsoft Word, Excel, and Powerpoint

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

UTRGV's Blackboard Support:

Brownsville Campus

Location: Rusteberg Hall

Room 108

Phone: 956-882-6792

Edinburg Campus

Location: Education Complex

Room 2.202

Phone: 956-665-5327

Hours of Operation

Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.

Phone: 24/7 COLTT Help Desk - 844-897-9260

Online: Submit a help request via [Create Case](#)

COURSE DESCRIPTION AND PREREQUISITES

Course Structure:

A variety of teaching and learning strategies will be used during the course. Instructional strategies may include lectures, group discussions/presentations, guest speaker presentation/discussions, cooperative learning groups, case studies, data development, data analysis, basic mathematics and statistics, essay writing, literature research, research/project development, discussion of current field based issues, and written evaluation.

Discussion Questions provided through Blackboard Learn may need to be responded to on days when Reduced Classroom time is scheduled.

ASSIGNMENTS

| ASSIGNMENTS | Weight |
|--|-------------|
| Assignment # 1: The Five Questions for Continuous School Improvement | 100 |
| Assignment # 2: Three-Year State Testing School Data Profile and Strengths and Challenges Analysis | 100 |
| Assignment # 3: Questionnaire Design and Analysis | 100 |
| Assignment # 4: Three-Year State Testing School Data Analysis Identifying A Major Academic Problem | 100 |
| Assignment # 5: TAIS Critical Factor Importance and School Effectiveness Analysis | 100 |
| Assignment # 6: Measuring Programs and Processes | 100 |
| Assignment # 7: Problem Solving Process | 100 |
| Assignment # 8: Predictive analysis and Early Warning System Essay | 100 |
| Assignment # 9: Vision Analysis and Improvement | 100 |
| Assignment #10: Campus Improvement Plan Analysis For Improvement | 100 |
| Assignment #11: Campus Improvement Plan Analysis For Improvement Class Presentation | 100 |
| Assignment #12: Research Project | 500 |
| Mid-Term Exam | 200 |
| Final Exam | 200 |
| Total | 2000 |

GRADING POLICIES

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

LETTER GRADE

A = 90-100%

B = 80-89%

C = 70-79%

D = Below 69%

CALENDAR OF ACTIVITIES

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*. Some important dates for Fall 2017 include:

| | |
|------------------|--|
| August 28 | First day of classes |
| - August 31 | Last day to add a course or register for fall 2017 |
| September 4 | Labor Day – NO classes |
| November 15 | Last day to drop a course; will count toward the 6-drop rule |
| November 23 – 26 | Thanksgiving Holiday – NO classes |
| December 6 | Last day of classes |
| December 7 | Study Day – NO class |
| December 8 -14 | Fall 2017 Final Exams |
| December 15-16 | Commencement Ceremonies |

COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

A third absence will lower the grade by "one letter grade" and will forfeit an "A" in the course. Attendance of all students is expected during major project presentations.

It is the responsibility of the student to inform the instructor of an expected or unexpected absence. Please email me george.padilla02@utrgv.edu if you will not be attending class that evening or will be tardy to class.

When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "D/F".

LATE WORK POLICY

Late work shall be deducted 11 points per day. Any late work after 2 days will not be accepted.

ASSIGNMENT SUBMISSION

All work should be submitted no later than 11:30 pm on the assigned date.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<https://my.utrgv.edu/home>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Fall 2017 (full semester) Nov. 15 – Dec. 6

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

DEFINITIONS

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

| GENERAL COURSE TOPICS, CALENDAR OF ACTIVITIES, GENERAL ASSIGNMENTS AND ACTIVITIES | | | |
|---|---|--|---|
| Week/ Date | Standard Alignment | Learning Objectives | Learning Activities |
| Week 1 August 28 | Understand the course syllabus, course goals and objectives, grading assignments, activities, and expectations. | On completion of this instruction, students will be able to: To demonstrate learning students will: | <p>Assessment</p> <p>To demonstrate learning students will:</p> <p>Follow the course syllabus, submit quality coursework, and receive a passing semester course grade.</p> <p>Learning Activities</p> <p>What will students do (read, watch, discuss)?</p> <p>ACTIVITIES</p> <p>Introductions of students and instructor will be completed. Instructor will review syllabus, course objectives, assignments, grading, and expectations. Students will share learning expectations they have of the course.</p> <p>HOMEWORK</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapter 1: From Compliance to Commitment: Using data for continuous school improvement • Chapter 2 - The Continuous School Improvement Framework |
| September 4 | | | LABOR DAY HOLIDAY: NO CLASS |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: | <u>Standard Alignment</u> State Standards: b(2), b(3), b(8), e(6), e(7), e(8), f(1), (f2), f(3), f(4), f(11), g(1) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 | <u>Assessment</u> To demonstrate learning students will: | <u>Learning Activities</u> What will students do (read, watch, discuss)? | <u>Learning Materials & Technology</u> What will students need/use (textbook, website, software)? |
|------------------------|--|---|---|---|---|
| Week 2 September 11 | | | Assignment #1 Identify the five major questions of continuous school improvement (CSI) and explain why answering each question is important for continuous school improvement and <i>how</i> answering each question contributes to improving schools with 80 % accuracy based on a rubric. | ACTIVITIES <ul style="list-style-type: none"> • Read and view powerpoints <ul style="list-style-type: none"> ✓ Chapters 1: From Compliance to Commitment ✓ Chapter 2: The Continuous School Improvement Framework • Complete and discuss Compliance to Committed and CIC Scales • Discuss Assignment #15: Research Project Paper Due December 4th <p>HOMEWORK</p> <ul style="list-style-type: none"> • Assignment #1-Essay on Five CSI major questions • Review demographic and academic data in 2015-2016 Campus Texas Academic Performance Reports (TAPR) • Locate and bring to class Campus Improvement Plan (Every document about your campus!) | Bernhard, V.L. (2013). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015-2016 Campus Texas Academic Performance Reports (TAPR) Texas 2016 Accountability Manual Internet: <ul style="list-style-type: none"> • TEA website • District |

| Week/ Date | Standard Alignment <u>Learning Objectives</u> On completion of this instruction, students will be able to: | Assessment To demonstrate learning students will: important for improving schools? Assignment # 1 Due: 9/16/17 at 11:59 p.m. Students will also complete the <i>Compliance Focused Vs Committed and Continuous Improvement Continuum Scales</i> . | Learning Activities What will students do (read, watch, discuss)? • website • Campus website | Learning Materials & Technology What will students need/use (textbook, website, software)? • website • Campus website |
|--------------------------------------|--|--|---|--|
| Week 3 September 18 | State Standards: b(2), e(7), f(1) NELP Elements 4.3, 6.2 | Objective 2 After completing learning activities, students will be able to identify the four categories (2013-14, 2014-15, 2015-16) and analysis for a school, identify areas of strengths and challenges, and in a 3-5 page essay answer the four sub-questions of "Where are we | Assignment#2 Students will create a three-year state testing and demographic campus data set (2013-14, 2014-15, 2015-16) and analysis for a school, identify areas of strengths and challenges, and in a 3-5 page essay answer the four sub-questions of "Where are we | ACTIVITIES • Read and View Powerpoints : ✓ Chapter 3 - Who We Are: Demographic Data ✓ Chapter 4-How we do business? HOMEWORK • Assignment #2: Analyze three years of state testing and demographic campus data provided in Campus Texas Academic Performance Reports (TAPR). |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: | <u>Assessment</u> To demonstrate learning students will: "now?" (p. 15) At least three pivotal tables will be included in the Excel file and attached to the written report and supporting identified strengths and challenges. | <u>Learning Activities</u> What will students do (read, watch, discuss)? | <u>Learning Materials & Technology</u> What will students need/use (textbook, website, software)? |
|---------------|--|--|---|--|
| | | | <ul style="list-style-type: none"> • Search for and bring to next class meeting copies of your Campus Beliefs and Values Statement | Document Campus Texas Academic Performance Reports (TAPR) Texas 2016 Accountability Manual Internet <ul style="list-style-type: none"> • District website • Campus website • TEA website |

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: | Standard Alignment | Learning Activities | What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|----------------------------|--|--|--|---|---|
| Week 4 September 25 | Objective 3 Explain how a perception questionnaire and/or survey provided by the instructor can be used to gather stakeholders' perceptions and explain how results may be used to promote continuous school improvement. | State Standards: b(2), b(8), e(7), f(1), f(4), NELP Elements 1.1,4.3 | Assignment #3 Due 9/30/17 at 11:59 p.m. | ACTIVITIES <ul style="list-style-type: none"> • Assignment #3 A questionnaire related to major problem will be designed to gather stakeholders' perceptions and explain how results may be used to promote continuous school improvement. HOMEWORK <ul style="list-style-type: none"> • Assignment #3: Perceptions – a questionnaire will be designed related to major problem identified and an essay written that explains how results may promote CSI. | Bernhard, V.L. (2004). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015-2016 |

| Week/ Date | Learning Objectives On completion of this instruction, students will be able to: | Learning Materials & Technology What will students need/use (textbook, website, software)? | Assessment To demonstrate learning students will: learning | Learning Activities What will students do (read, watch, discuss)? | ACTIVITIES Assignment #4 Excel worksheet and analyze three-year state testing data to compare and contrast school test results and identify a major academic problem. Students will also analyze same academic problem among comparison schools for 2015-16. A written report of the test data analysis, support for selection of the major problem, and comparison school group analysis results will be submitted. |
|-----------------------------------|---|---|---|--|---|
| Week 5 <i>October 2</i> | Objective 4 Identify various ways to measure student learning and use their own campus data to 1) create a summary chart of their own school performance 2) identify one strength, 3) identify one subject and one grade that is not getting desired results, and 4) explain reasons for their decisions with 80% accuracy based on a rubric. | Learning Activities What will students do (read, watch, discuss)? | ACTIVITIES • Read and view powerpoint(s); ✓ Chapter 5 - How are Our Students Doing HOMEWORK • Assignment #4 - Student Learning Data: Students will identify a major academic problem. | Learning Materials & Technology What will students need/use (textbook, website, software)? | Learning Materials & Technology What will students need/use (textbook, website, software)? Accountability Manual Appendix C DP-218-252 Bernhard, V.L. (2004). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015-2016 Campus Texas Academic Performance Reports (TAPR) Texas 2016 Accountability |

| Week/ Date | Standard Alignment | Learning Objectives On completion of this instruction, students will be able to: Assessment To demonstrate learning students will: Assignment #4 Due 10/7/17 at 11:59 p.m. | Learning Activities What will students do (read, watch, discuss)? Assignment #4 Due 10/7/17 at 11:59 p.m. | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|---------------------------------------|--|--|---|--|
| | | | | |
| Week 6 October 9 | State Standards: b(2), e(7), e(8), f(1), (f2), f(4), f(7), f(11), g(1) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 | Objective 5 Understand the Texas Accountability Intervention System (TAIS): Data Analysis Guidance & Document Campus Texas Academic Performance Reports (TAPR). | Assignment #5 Students will identify and define the TAIS Critical Factors and their importance for school effectiveness in a 4-6 page essay. Assignment #5 Due: 10/14/17 at 11:59 p.m. | Bernhard, V.L. (2004). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015 -2016 Campus Texas Academic Performance |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: Standard Alignment | Assessment To demonstrate learning students will: Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|--|---|--|---|
| Week 7 October 16 | Objective 6 Design programs/ processes for implementing and evaluating one Critical Success Factors found in Section 6 of the Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document with 80% | Assignment: # 6 Students will complete the Measuring Programs and Processes (p. 255) in textbook and submit a 1500-word essay that explains the outcome and possible improvement for the program or process measured. The essay will identify the Critical Success Factor(s) addressed by | ACTIVITIES <ul style="list-style-type: none"> • Read and view powerpoint(s): ✓ Chapter 7 – How Did We Get To Where We Are: Looking Across All The Data • HOMEWORK • Assignment #6 – Measuring Programs and Processes (p.255) Using the Measuring a Program or Process table in Appendix D on page 253, students will complete a table for a program related to an academic challenge |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: accuracy based on a rubric. | Assessment To demonstrate learning students will: the program or process measured. Assignment #6 Due: 10/21/17 at 11:59 p.m. | Learning Activities What will students do (read, watch, discuss)? identified in Assignment #4 and create flowchart similar to the examples on pages 260-261. | Learning Materials & Technology What will students need/use (textbook, website, software)? Campus Texas Academic Performance Reports (TAPR) Texas 2016 Accountability Manual |
|-----------------------------|---|--|--|--|
| Week 8 October 23 | State Standards: b(2), e(7), e(8), f(1), (f2), f(4), f(7), f(11), g(1) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 | Objective 7 Apply the Problem-Solving Cycle to develop a solution for a student performance problem and ensure programs and instruction meet the needs of all students with 80% accuracy based on a rubric. Include: two performance problems; 5 hypotheses for each; possible causes for each; questions for each; questions/ | Assignment #7 Students will develop and design an analysis of a student performance problem/ issue that includes at least 10 hypotheses/ possible causes, at least 5 questions to ask, and data needed to solve the problem. Students will also develop and design an analysis of a student performance problem/ issue that includes at least 10 hypotheses/ | ACTIVITIES • Read and view Powerpoint(s): • Chapter 8-What is working and what is not working HOMEWORK Assignment #7 -Problem solve a student performance problem from your campus and use the Problem-Solving Cycle to begin an essay with the first four (4) components of the cycle (pages 106-108). Include: 1) the performance problem; 2) 5 hypotheses and hypothesis; 3) possible causes; 4) questions to ask; and 5) the data needed to solve the problem. Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015 -2016 Campus Texas Academic Performance Reports (TAPR) Texas 2016 |

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: Assessment To demonstrate learning students will: Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|---------------|---|--|
| | <p>to ask for each; and the data needed to solve each problem Refer to pg. 354 - Appendix I.</p> <p>Complete pgs. 356-358. Create and complete pages 357 & 358 on a Word document for submission.</p> | <p>hypothesis possible causes, at least 5 questions to ask, and data needed to solve the problem.</p> <p>Students will also propose a solution for a student performance problem from your campus using information from Assignments 1-3 and the Problem-Solving Cycle: Steps of the cycle (pages 106-108). A written report will include current research that supports the proposed solution.</p> <p>Assignment #7 Due: 11/3/17 at 11:59 p.m.</p> |

| Week/ Date | Learning <u>Objectives</u> On completion of this instruction, students will be able to: | Standard Alignment | Assessment To demonstrate learning students will: do: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-------------------------|--|--|---|---|--|
| Week 9 October 30 | | | | | |
| Week 9 October 30 | State Standards: b(2), e(7), f(1), f(3), f(4) NELP Elements 2.1, 4.2, 4.3, 6.2 | Objective 8 - Delve deeper into a school's data to understand how the school is getting its current results. These analyses will help school staffs to understand what is working, what is not working, and what to do to get different results. | Assignment #8: Students will submit a 5-6 page essay focusing on state accountability data analyses, | Read: <ul style="list-style-type: none">• Chapter 9 - Where Do We Want To Be: Creating A Shared Vision• Chapter 10 HOMEWORK• Assignment #8: A 5-6 page essay focusing on state accountability data analyses, identification of priorities for improvement, and include an Early Warning System (p.111) relevant to at least one area of improvement.• Assignment #8 Due: 11/4/17 at 11:59 p.m.• Bring Campus Improvement Plan for next week | Bernhard, V.L. (2004). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015-2016 Campus Texas Academic Performance Reports (TAPR) Texas 2016 |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | Learning <u>Objectives</u> On completion of this instruction, students will be able to: | Standard Alignment Assessment To demonstrate learning students will: learning | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|---------------------------|--|--|--|---|
| Week 10 November 13 | State Standards: b(2), b(3), b(8), e(6), e(7), e(8), f(1), f(2), f(3), f(4), f(11) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2 | Objective 9 Analyze their school's vision through a developmental process. Compare this process to the campus development and how they impact continuous school improvement with 80% accuracy on a rubric. | Assignment #9: Students will review current campus vision, its developmental process, analyze/ improve campus vision and or process, and explain the importance of a shared vision and how to create one. Assignment #9 Due: 11/18/17 at 11:59 p.m. | Accountability Manual Internet: • TEA website • District website Bernhard, V.L. (2004). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention System (TAIS): Data Analysis Guidance Document 2015-2016 Campus Texas Academic Performance Reports (TAPR) |

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| Week/ Date | Learning <u>Objectives</u> On completion of this instruction, students will be able to: | Assessment To demonstrate learning students will: do: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-------------------------------|---|---|---|--|
| Week 11 November 20 | State Standards: b(2), b(3), b(8), c(6), c(7), c(8), f(1), (f2), f(3), f(4), f(7), f(9), f(11), g(1) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 | Objective 10 Utilize emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning. Gather and organize information from a | <p>Assignment #10 Campus Improvement Plan Analysis: review campus improvement plan and determine • strengths, • needs, • steps that need attention, and • recommendations that will help in continuous improvement of instruction, processes, and programs to</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Read and view powerpoint(s): ✓ Chapter 10 – How are We Going To Get To Where We Want To Be ✓ Chapter 11-Strategies for teachers <p>HOMEWORK</p> <ul style="list-style-type: none"> • Assignment # 10: Campus improvement plan analysis | Texas 2016 Accountability Manual Internet: <ul style="list-style-type: none"> • TEA website • District website • Campus website |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: Standard Alignment | <u>Assessment</u> To demonstrate learning students will: Learning Activities What will students do (read, watch, discuss)? | <u>Learning Materials & Technology</u> What will students need/use (textbook, website, software)? |
|----------------------------|--|--|--|
| | | | |
| Week 12 November 27 | State Standards: b(2), b(3), b(8), e(6), e(7), e(8), f(1), f(2), f(3), f(4), f(7), f(9), f(11), g(1) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 | Objective 10 Utilize emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus | ACTIVITIES • Read: Appendix H p.343-347 HOMEWORK • Assignment # 11: Students will present improvement plan analysis and recommendations to improvement to class. Assignment #11 Due: 12/4/17 at 11:59 p.m. |

This syllabus subject to change to better meet course objectives per discretion of instructor.

| Week/ Date | Standard Alignment <u>Learning Objectives</u> On completion of this instruction, students will be able to: | Assessment To demonstrate learning students will: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|---------------------------|--|--|--|---|
| | | | | <p>Document 2015-2016 Campus Texas Academic Performance Reports (TAPR) Texas 2016 Accountability Manual Internet:</p> <ul style="list-style-type: none"> • TEA website • District website • Campus website |
| Week 13 December 4 | State Standards: b(2), b(3), b(8), e(6), e(7), e(8), f(1), f(2), f(3), f(4), f(7), f(9), f(11), g(1) NELP Elements 1.1, 2.1, 4.2, 4.3, 6.2, 6.4 | Objectives 1-10 | <p>Assignment #12 In an 10-12 page research paper, students will complete a Continuous Improvement Continuum Self-Assessment; construct a school profile; deeply analyze school</p> | <p>ACTIVITIES</p> <ul style="list-style-type: none"> • Read and view powerpoint(s): <ul style="list-style-type: none"> ✓ Chapter 11: Strategies for Teachers <p>HOMEWORK</p> <ul style="list-style-type: none"> • Assignment #11: Research Paper <ul style="list-style-type: none"> ✓ Examine, analyze, and propose implementation of a solution to an <p>Bernhardt, V.L. (2004). Data Analysis for Continuous School Improvement. Guidance for the Texas Accountability Intervention</p> |

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| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: | <u>Assessment</u> To demonstrate learning students will: | <u>Learning Activities</u> What will students do (read, watch, discuss)? | <u>Learning Materials & Technology</u> What will students need/use (textbook, website, software)? |
|---------------|--|--|--|---|
| | | <p>2015-16 accountability data; identify at least one area of student learning that needs improvement; analyze and improve the school vision, mission, and campus improvement plan; measure at least one school program or process, include one flowchart reflecting the analyses; create a campus improvement component based on current research to effectively address the identified weak area(s); and develop a process reflecting the Continuous School Improvement Framework to</p> | <p>identified weak student learning area of a school consistent with the Continuous School Improvement Framework and a learning community.</p> <p>Final Project – School Improvement Timeline – Create a timeline for your school to do this work of continuous school improvement. Who is going to lead the work? Use the Timeline found on Appendix T.</p> <p>Refer to pages 168 – 180 & pages 405 – 414 for guidance. Complete 5 charts: Before School Begins (Example on page 409), As School Begins (Example on pages 410 & 411), On-going (Example on page 412), After School Begins (Example on 413), and Professional Learning Day (Example on page 414).</p> | <p>System (TAIS): Data Analysis Guidance Document 2015-2016 Campus Texas Academic Performance Reports (TAPR) Texas 2016 Accountability Manual Internet:</p> <ul style="list-style-type: none"> • TEA website • District website • Campus website |

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| Week/ Date | <u>Learning Objectives</u> On completion of this instruction, students will be able to: | Standard Alignment Assessment To demonstrate learning students will: implement the research-based solution(s) consistent with a learning community design. Assignment #12 Due: 12/9/17 at 11:59 P.m. | Learning Activities What will students do (read, watch, discuss)? Final Exam | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-------------------------------|---|---|---|---|
| Week 15 December 11 | | | | |

This syllabus subject to change to better meet course objectives per discretion of instructor.

SYLLABUS

EDUL 6330

Instructional Leadership for Diverse Learners

Department of Organization and School Leadership

INSTRUCTOR INFORMATION

Instructor: Dr. Rosalinda Hernandez

Office: 1.622

Office Hours: Monday and Thursdays, 9:00 AM-12:00 noon; Wednesdays, 1:00 PM-3:00 PM

Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call or a meeting.

Office Telephone: 956-665-7399; Cell Phone: 956-225-8388

E-mail: rosalinda.hernandez@utrgv.edu

Term: Spring 2018

Meeting Times and Location: Mondays: 7:20-9:50 PM; McAllen Center 1.101

Response Time:

Generally, I will respond to emails within 12 hours of receiving them.

COURSE DESCRIPTION AND PREREQUISITES

This course provides a study of the delivery of differentiated instruction for diverse learners to include Bilingual Education/ESL, Gifted & Talented, Migrant, Special Education, 504, Career & Technology Education (CTE), and other special programs. Emphasis is placed on the principal's role of elementary and secondary school programs. Applicable laws, policies, and regulations will be emphasized.

Prerequisites for the Course: None

TEXTBOOK AND/OR RESOURCE MATERIAL

REQUIRED TEXT

Required Text: None. Consult with Campus/District Personnel, Texas Education Agency Website, U.S. Department of Education Website and other sources such as UTRGV scholarly journals.

Required Text: *APA Publication Manual of the American Psychological Association. (2009) 6th ed.* Washington, DC: American Psychological Association.

RECOMMENDED TEXTS & OTHER READINGS

Additional readings will be required and posted on the Weekly Outline.

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

1. The student will research and create a presentation on the specific program needs of special student populations and programs including but not limited to: Migrant Education, Special education, Section 504, Gifted/Talented, Bilingual/ELL, and Career and Technology Education with 80 % accuracy.
2. Students will research the organizational structures of different special programs, as well as the functions of educational governance at the federal, state, and local levels of special student populations and programs including but not limited to: Migrant Education, Special education, Section 504, Gifted/Talented, Bilingual/ELL, and Career and Technology Education with 80 % accuracy.

PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Outcome (#2): Students will be able to demonstrate knowledge and skills necessary to provide effective leadership in the areas of data analysis, curriculum development, instructional programs, serving special student groups, and assessment practices.

STATE OR NATIONAL STANDARDS

Standard - School Culture

The Principal:

- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision; (Introduce)
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community (Master, 4.4)

Standard - Leading Learning

The Principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff (Introduce)
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research (Master)
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs (Master, 1.3)
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment (Introduce)
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards (Introduce, 4.1)
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations (Master, 3.3, 4.1)
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement (Master)
- (9) ensures that effective instruction maximizes the growth of individual students and student groups, supports equity, and eliminates the achievement gap (Master, 3.3)
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions (Master)
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning (Master, 4.4)

Standard - Strategic Operations

The Principal:

- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes (Master)
- (1) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning (Introduce)
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (Master, 6.4)

Standard - Ethics, Equity, and Diversity

The Principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics) (Review, 6.4)
- (4) models and promotes the continuous and appropriate development of all learners in the campus community Master, 4.4)
- (5) ensures all students have access to effective educators and continuous learning opportunities (Master, 3.2)
- (6) promotes awareness and appreciation of diversity throughout the campus community (Master)
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (Master, 2.1)

COURSE OBJECTIVES

Assignments identified as key assessments will be submitted and scored in Tk20 with the EPP-approved rubric.

| Objectives | Texas Principal Standards & Indicators | NELPS | SLO |
|------------|--|----------------------------------|-----|
| 1 | I2, II1, II2, II5, II7, II8, II9, II10, III2, III3, III7, IV1, IV2, IV5, IV6, IV7 | 3,3,4,1,6,4, 44,4, 3,2 | 3 |
| 2 | II5, II7, II8, II9, II10, III2, III3, III7, IV4, IV5, IV6, IV7 | 3,3,4,1,33,3,6,4 | 3 |
| 3 | I2, I7, II1, II2, II5, II6, II7, II8, II9, III2, III3, III7, IV1, IV4, IV5, IV6, IV7 | 3,3,4,1,6,4, 3,2 | 3 |
| 4 | I2, I7, II4, II5, II6, II7, II8, II9, II11, III2, III3, III7, IV1, IV4, IV5, IV7 | 1,3,3,3, 4,1, 4,4, 6,4,3,2, 2,1 | 3 |
| 5 | I2, II1, II2, II5, II6, II7, II8, II9, IV1, IV4, IV5, IV6, IV7 | 3,3,4,1, 3,2, 2,1 | 3 |
| 6 | I2, II1, II2, II5, II6, II7, II8, II9, III2, III3, III7, IV1, IV4, IV6, IV7 | 3,3,4,1, 6,43,2, 2,1 | 3 |
| 7 | II1, II4, IV1, IV4, IV5, IV6, IV7 | 1,3,6,4, 4,4, 3,2, 2,1 | 3 |
| 8 | I2, I7, II1, II2, II5, II6, II7, II8, II9, III2, III3, III7, IV1, IV4, IV5, IV6, IV7 | 4,4, 3,3,4,1, 6,4, 6,4, 4,4, 3,2 | 3 |

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

Mozilla's Firefox (latest version; Macintosh or Windows)

Google Chrome (latest version; Macintosh or Windows)

Adobe's Flash Player & Reader plug-in (latest version)

Apple's QuickTime plug-in (latest version)

Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard Student Help Site

UTRGV's Blackboard Support:

Brownsville Campus

Location: Rusteberg Hall

Room 108

Phone: 956-882-6792

Edinburg Campus

Location: Education Complex

Room 2.202

Phone: 956-665-5327

Hours of Operation

Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.

Phone: 24/7 COLTT Help Desk - 844-897-9260

Online: Submit a help request via Create Case

COURSE DESCRIPTION AND PREREQUISITES

Course Structure:

This course is organized into 15 weeks of instruction, as outlined in the Calendar of Activities below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams. Some weeks have a video or power point presentation to highlight important segments of the week's topic, however, this narrated power point lectures do not replace reading assignments. An End Product is required for this course for completion during Week 13. To accomplish this product on a timely basis, students will need to allocate time each week to successfully complete all the components of the End Product.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Prerequisites: None

ASSIGNMENTS

| Component | Total Points |
|--|---------------------|
| 1.Code of Ethics Scenario | 50 points |
| 2.RTI Essay-group work | 200 points |
| 3.Bilingual/ESL Report | 300 points |
| 4.Special Education & 504 Report | 300 points |
| 5.CATE & G/T Report | 300 points |
| 6.Compensatory, Title 1 and Title 1 Migrant | 300 points |
| 7.End Product: Technologies to Enhance Special Populations | |
| Written Report | 200 points |
| Power Point Presentation | 300 points |
| 8.Five Reflections @ 50 points each | 250 points |
| | |
| Total | 2200 points |

GRADING POLICIES

A = 2000-2200 points

B = 1799-1999 points

C = 1598-1798 points

F = below 1597 points

No grade of D is allowed in the Master's Degree.

VIEWING GRADES IN BLACKBOARD

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

RESPONSE TIME:

Generally I will respond to emails within 12 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update grades each time a grading session has been completed—typically 4 days following the completion of an activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

LETTER GRADE

A = 90-100%

B = 80-89%

C = 70-79%

F = Below 69%

CALENDAR OF ACTIVITIES

The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, prior to login. Some important dates for Spring 2018 include:

| | |
|-------------|--|
| January 15 | Martin Luther King Holiday-No classes |
| January 22 | First day of class for EDUL 6330 |
| March 12-17 | Spring Break |
| March 30-31 | Easter Break |
| May 3 | Study Day – NO class |
| May 4 | Last day of classes |
| May 4-10 | Spring 2018 Final Exams (May 7 Final Exam for EDUL 6330) |
| May 11-12 | Commencement Ceremonies |

COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled classes (online and face to face) and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

LATE WORK POLICY

LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments or late work accepted without a serious and compelling reason and instructor approval

ASSIGNMENT SUBMISSION

All assignments will be submitted via BlackBoard Learn by attaching a Word document. All assignments are due at midnight on every Monday of the week.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.

- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

INSTITUTIONAL POLICIES

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<https://my.utrgv.edu/home>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Spring 2018 (to be determined and announced)

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

DEFINITIONS

"Plagiarism is a form of cheating. At UTRGV, "plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit."

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**TENTATIVE COURSE TOPICS,
CALENDAR OF ACTIVITIES,
GENERAL ASSIGNMENTS AND ACTIVITIES**

| Weekly-Learning Objectives | Weekly Assessments | Weekly Learning Activities | Weekly Learning Materials & Technology |
|---|---|--|---|
| <u>Week 1: January 22</u> <p>Students will familiarize themselves with the course objectives and requirements by reading the syllabus with 100% accuracy based on responses to questions posed by the professor.</p> | <p>Students will work in groups to review the syllabus and prepare questions for clarification.</p> | <p><u>Read and View:</u></p> <ol style="list-style-type: none"> 1. Read the syllabus 2. Read the Student Handbook 3. Read the Leader Dispositions. | <p>1.Syllabus 2.Student Handbook 3.Professional Principal Certification Leader Dispositions.</p> |
| <u>Week 2: January 29</u> <u>Objective #1</u> <p>Given a copy of the Code of Ethics, students will respond to a scenario with 100% accuracy.</p> | <p><u>Assessment for Objective #1 :</u></p> <p>Students will complete an assessment related to the code of ethics by participating in group discussions in class and by responding to a scenario.</p> | <p><u>Read and View:</u></p> <ol style="list-style-type: none"> 1.Read the Code of Ethics <ul style="list-style-type: none"> • Code of Ethics (DH Exhibit) • District Policies (DH Legal, DH Local, DH Exhibits) | <p>1.Code of Ethics (DH Exhibit) District Policies (DH Legal, DH Local, DH Exhibits)</p> |
| <u>Week 3/4: February 5 & February 12</u> <u>Objective #2:</u> <p>Based on articles provided, students will identify benefits and limitations of Response to Intervention strategies (RTI) and explain how formative and summative evaluation data are used to develop RTIs based on a rubric with 80% accuracy.</p> <u>Objective #3:</u> <p>Explain the instructional strategies used on a campus to ensure multiple opportunities to learn and be successful are available to all students based on a rubric with 80% accuracy.</p> | <p><u>Assessment for Objective #2:</u></p> <p>Students will discuss the purpose of differentiated instruction and RTI strategies and how they are used to provide multiple opportunities to learn.</p> <p>Students will explain how formative and summative data are used to develop RTIs on their campus.</p> <p>Given the assigned student groups, ELLs, Special Education, and G/T, write a 1500 word essay explaining how differentiated instruction and RTI may be applied to address their diverse needs and enhance their learning. (Students will be assigned to a group)</p> | <p><u>Read and View:</u></p> <ol style="list-style-type: none"> 1.Students read articles provided. 2.Speaker on topic: Response to Interventions and Differentiated Instruction from Mission ISD. | <p><u>Learning Materials:</u></p> <p>1.TEA website: http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/Response_to_Intervention/</p> |

| | | | |
|---|--|--|--|
| <p>Weekly-Learning Objectives</p> <p><u>WEEK 5/6: February 19 and February Objective #4:</u></p> <p>Students will identify how Bilingual and ESL programs meet specific campus student group needs and explain the components: 1) purpose, 2) eligibility criteria, 3) placement process, 4) description of eligible services, 5) Program-Instructional arrangements, 6) legal requirements, and 7) funding allocations.</p> | <p>Weekly Assessments</p> <p><u>Assessment of Objective #2:</u></p> <p>Using the seven given program components, the students will write a description of the components of Bilingual and ESL programs.</p> <p>Students will write a report for Bilingual and ESL programs that provides an explanation of the seven given components: 1)purpose, 2)eligibility criteria, 3)placement process, 4)description of eligible services, 5)Program/Instructional arrangements, 6)legal requirements, and 7)funding allocations. Report must include a description of the five models in Chapter 89 in Texas Education Code.</p> <p>This will be a group activity.</p> | <p>Weekly Learning Activities</p> <p><u>Read and View:</u></p> <ol style="list-style-type: none"> 1. Students research and review federal and state policies of the assigned programs. 2. Students will research and review local district policy for the assigned programs Bilingual and ESL. 3. Students research models to serve Bilingual and ESL students. 4. Speaker on topic. Mission ISD. | <p>Weekly Learning Materials & Technology</p> <p><u>Learning Materials:</u></p> <ol style="list-style-type: none"> 1. http://tea.state.tx.us 2. Bilingual Education TEA: http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720 3. Bilingual Models: http://www.gtequity.org/estudios.php <p><u>Readings:</u></p> |
| <p><u>WEEK 7/8: March 5 and March 19</u></p> <p>Learning Objective #5:</p> <p>Students will identify how Special Ed and 504 programs meet specific campus student group needs and explain the components: 1) purpose, 2)eligibility criteria, 3)placement process, 4)description of eligible services, 5)Program-Instructional arrangements, 6) legal requirements, and 7) funding allocations.</p> | <p><u>Assessment for Objective #3:</u></p> <p>Using the seven given program components, the students will write a description of the components of Special Education and 504 programs.</p> <p>Students will write a report for Special Education and 504 programs that provides an explanation of the seven given components: 1) purpose, 2)eligibility criteria, 3)placement process, 4)description of eligible services, 5)Program/Instructional arrangements, 6)legal requirements, and 7)funding allocations.</p> | <p><u>Read and View:</u></p> <ol style="list-style-type: none"> 1. Students research and review federal and state policies of the assigned programs. 2. Students will research and review local district policy for the assigned programs Special Education and 504. 3. Students research models to serve Special Education and 504 students. 4. Speaker on topic. Mission ISD. | |

| Weekly-Learning Objectives | Weekly Assessments | Weekly Learning Activities | Weekly Learning Materials & Technology |
|---|---|---|--|
| <u>Week 9/10: March 26 and April 2</u> Objective #6: Students will identify how G/T and CATE programs meet specific campus student group needs and explain the components: 1) purpose, 2) eligibility criteria, 3) placement process, 4) description of eligible services, 5) program-instructional arrangements, 6) legal requirements, and 7) funding allocations. | Using the seven given program components, the students will write a description of the components of G/T and CATE programs. Students will write a report for G/T and CATE programs that provides an explanation of the seven given components: 1)purpose, 2)eligibility criteria, 3)placement process, 4)description of eligible services, 5)Program/Instructional arrangements, 6)legal requirements, and 7)funding allocations. | 1. Students research and review federal and state policies of the assigned programs. 2. Students will research and review local district policy for the assigned programs G/T and CATE. 3. Students research models to serve G/T and CATE students. 4. Speaker on both topics. Mission ISD. | TEA CATE Website: http://www.tea.state.tx.us/index2.aspx?id=4881&menu_id=720 TEA GT Website: http://www.tea.state.tx.us/index2.aspx?id=6420 TEA Bilingual GT: http://www.gtequity.org/ |
| <u>Week 11/12: April 9 and April 16</u> Objective #7 | <u>Assessment for Objective #5:</u> Using the seven given program components, the students will write a description of the | <u>Read and View:</u> | <u>Learning Materials:</u> |

| Weekly-Learning Objectives | Weekly Assessments | Weekly Learning Activities | Weekly Learning Materials & Technology |
|---|--|--|--|
| <p>Students will identify how State Comp and Title I and Title I Migrant programs meet specific campus student group needs and explain the components: 1) purpose, 2) eligibility criteria, 3) placement process, 4) description of eligible services, 5) program-instructional arrangements, 6) legal requirements, and 7) funding allocations.</p> <p><u>WEEK 13/14: April 23 and April 30</u></p> <p><u>Objective #8</u></p> <p>Based on analysis of student learn needs, technology assisted programs offered on campus, and research articles provided, students will explain innovative ways to use technology to enhance learning.</p> | <p>components of State Comp, Title I and Title I Migrant programs.</p> <p>Students will write a report for State Comp, Title I and Title I Migrant programs that provides an explanation of the seven given components: 1) purpose, 2) eligibility criteria, 3) placement process, 4) description of eligible services, 5) Program/Instructional arrangements, 6) legal requirements, and 7) funding allocations.</p> <p>Students will discuss how technology can be used creatively to enhance instruction and administrative functions.</p> <p>Students will write a 1500 word essay explaining how they would use new technologies to create at least three innovative and engaging opportunities to enhance learning at their school.</p> <p>In teams assigned (2-3 per team), write a report and develop a powerpoint presentation that explains how you would use new technologies to enhance the learning of students served in each of the programs studies in this course – bilingual/ESL, G/T, CATE, special education, 504, Title I, Title I Migrant, and State Compensatory Education (SCE).</p> | <p>1. Students research and review federal and state policies of the assigned programs.</p> <p>2. Students research and review local district policy for the assigned programs State Comp, Title I and Title I Migrant.</p> <p>3. Students research models to serve State Comp, Title I and Title I Migrant students.</p> <p>4. Speak on topic: State Comp, Title I and Title I Migrant provided by Mission ISD.</p> <p>1. Read articles provided.</p> | <p>1. Universal Design for Learning www.udlcenter.org/aboutudl/whatisdul</p> <p>2. Youtube video UDL at a Glance www.youtube.com/watch?v=bDvKnY0g6e4</p> <p>3. Top 10 reasons to use technology in education https://www.youtube.com/watch?v=ulb4j13xqs8</p> |

| Weekly Learning Objectives | Weekly Assessments | Weekly Learning Activities | Weekly Learning Materials & Technology |
|--|--------------------|----------------------------|--|
| <p><u>Week 15: May 7</u></p> <p>Final Exam</p> | | | |

SYLLABUS

EDUL 6320.04

Curriculum Leadership for School Improvement

COURSE SYLLABUS

Summer 1 2017

UTRGV COURSE TITLE AND NUMBER: **EDUL 6320.04 - CURRICULUM LEADERSHIP FOR SCHOOL IMPROVEMENT**

TERM: SUMMER SESSION I 2017 – HARLINGEN COHORT

MEETING TIMES AND LOCATION: MONDAY & WEDNESDAY 5:00 P.M. – 10:15 P.M.

MEETING SITE: TSTC – Room 126

INSTRUCTOR NAME: Dr. Fred Guerra

TELEPHONE #: CELL PHONE #: 956-624-8466

EMAIL: Federico.guerra@utrgv.edu

OFFICE LOCATION: EDUO 1.610

OFFICE HOURS: MONDAY – THURSDAY 8:00 – 12:00 OR BY APPOINTMENT

TEXTBOOK AND RESOURCE MATERIAL

Glatthorn, A. A., Boschee, F., Whitehead, B. M. & Boschee, B. F. (2016). *Curriculum Leadership: Strategies for Development and Implementation*. (4th Edition), Sage.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Additional Readings as provided by the instructor. Additional materials will be provided through Blackboard

COURSE DESCRIPTION AND PREREQUISITES

In this course, students will learn to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning. Emphasis is on the alignment of curriculum, curriculum resources, and assessment, and the use of various forms of assessment to measure student performance. It will include the

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research of successful strategies for identified student groups. Applicable laws, policies, and regulations will be emphasized. Prerequisites: None

Prerequisites for the Course: None

Learning Outcomes for the Course

This course is designed to prepare graduate students who exercise or aspire to educational leadership responsibilities for planning, implementing, and evaluating curricular programs. Through lecture, independent study, collaborative group work, and fieldwork, the course will (1) examine basic concepts of curriculum planning, implementation, and evaluation; (2) explore the historical, philosophical, and political underpinnings of curriculum; (3) examine curriculum management and supervision of human and material resources; (4) investigate current developments and trends in the curriculum; (5) provide opportunities to gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field; and (6) provide opportunities for students to exchange ideas and information regarding the curriculum process through meaningful and reflective dialogue.

You will meet the objectives listed above through a combination of activities in this course. You will be expected to participate in all discussions activities, examinations, and completion of several independent and group projects.

Student Learning Outcome

At the end of this course, students will be able to demonstrate knowledge and skills necessary to provide effective leadership in the areas of data analysis, curriculum development, instructional programs, and assessment practices.

Measurements

- a) 90% of the students will pass Section 1.0 of the Department's Comprehensive Exam, on the first exam administration during the semester immediately preceding student's graduation date, by responding correctly at the 80% passing standard or above to one of three questions in accordance with the department's scoring rubric.
- b) Each semester 90% of students enrolled in EDUL 6320 will demonstrate competency in the respective course content at the 80% mastery level as determined by the professor of record using a department-approved knowledge and skills question and scoring rubric.

College of Education and P-16 Integration Requirements

- A Tk20 account is required of all students in the College of Education and P-16 Integration. Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration's assessment system.

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- Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester before graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program and will be sent to your employer. This survey will focus on the preparation received at UTRB. Please remember that your response to these surveys is critical to UTRGV excellence.

Texas §241.15. Standards Required for the Principal Certificate

Standard (b) School Culture. The Principal:

- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (Master)

Standard (c) Leading Learning. The Principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (Master)
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (Master 3.2)
- (3) routinely monitors and improves instruction by visiting classrooms, engaging informative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings; (Master 3.2)
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (Master 3.3,1.3)
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (Master 3.3)
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (Master 4.1)
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (Master 4.1)
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (Master)
- (9) ensures that effective instruction maximizes the growth of individual students and student groups, supports equity, and eliminates the achievement gap; (Master)

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(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and (Master)

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. (Master)

Standard (e) Executive Leadership. The Principal:

(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (Introduction)

Standard (f) Strategic Operations. The Principal:

(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (Master)

(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; (Master 6.4)

(9) uses technology to enhance school management; (Master)

(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and (Master)

Standard (g). Ethics, Equity, and Diversity. The Principal:

(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (Review 6.4)

COURSE OBJECTIVES

1. Students will be able to identify demographic data central to their campus (AEIS/TAPR, TELPAS, STAAR, AYP), students learning data (formative and summative assessments), and recognize trends in school and community based on school and community data.
2. Students will be able to use sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs at their campus.
3. Students will be able to understand and develop curriculum planning, monitoring, and revision to ensure appropriate scope, sequence, content are aligned to Texas Essential Knowledge and Skills.
4. Students will investigate and develop a plan to coordinate the district programs of curricular, co-curricular, and extracurricular programs to their campus programs.
5. Students will be able to understand the interrelationships between curriculum implementation and instruction and the role and function of technology in today's classrooms.

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6. Students will understand the differences between formative and summative data used to assess students' achievement and how both are used to improve instructional strategies to meet the goals of the TEKS.
7. Students will be able to analyze the instructional resources on their campus to provide equitable resources and curricula to support and enhance student learning.
8. The student will be able to respond to the needs of students, families, and community by ensuring the integration of appropriate culturally relevant dimensions of curricula to meet the academic needs of students.

| OBJECTIVES | TEXAS PRINCIPAL STANDARDS | NELP & STANDARDS | PROGRAM SLOs |
|------------|--|---------------------------|--------------|
| 1 | (b)(3), (c)(1), (c) (5) (c)(6) &(c)(7) | 3.3 4.1 | 1(A) 1(B) |
| 2 | (b)(3), (c)(2), (c)(4), (c)(7),& (c)(11) (f)(1) | 1.3, 3.2 & 3.3, | 1(A) 1(B) |
| 3 | (b)(3), (c)(5) &(c)(6), (f)(10) | 3.3 & 4.1 | 1(A) 1(B) |
| 4 | (c)(4), (c)(5), (c)(6), (c)(7), (c)(8), (c)(9), (c)(10)& (c)(11) | 1.3, 3.1 & 3.3, 4.1 | 1(A) 1(B) |
| 5 | (b)(3) (c)(2), (c)(3) (c (5) & (c)(6) (e)(7) (f)(1), (f)(7) &(f10) | 3.2 & 3.3, 4.1 6.4 | 1(A) 1(B) |
| 6 | (c)(2) & (c)(7) (e)(7) | 3.2 | 1(A) 1(B) |
| 7 | (c)(5), (c)(6) & (c)(7) | 3.3 4.1 | 1(A) 1(B) |
| 8 | (c)(1), (c)(2), (c)(3), (c)(4), (c)(5), (c)(6), (c)(7), (c)(8), (c)(9), (c)(10) & (c)(11) (f)(11) | 1.3 3.2 & 3.3, 4.1 | 1(A) 1(B) |

UTRGV Policy Statements

Students With Disabilities

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available from _____. Students who complete their evaluations will have priority access to their grades.

Attendance Requirements

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored University activities, such as athletics; for the observance of religious holy days; or for military service. All absences will be considered by the instructor based on extenuating circumstances on a case by case basis. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status about the credit of the course, the instructor may drop the student from the class with a grade of "D/F." More than one absence - will drop you a letter grade.

Enrollment

If your name does not appear on the class roster by the class day indicated on the university calendar, you will be dropped from the class. It is your responsibility to check with the Office of Admissions and Records to ensure that you are properly enrolled.

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another

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person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

- Plagiarism will not be tolerated, and a grade of "F" will be assigned for the course should this occur.
- Plagiarism of written online discussions will not be tolerated, and a grade of "F" will be assigned for the course should this occur. For example, a student shall not copy the written responses of another student for their use for a discussion board.

Sexual Harassment, Discrimination, And Violence

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware of this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Course Drops

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

CEP PROGRAM POLICIES

Field Experiences

Enrollment in this course may require that the student has field experience. The field experience will be defined in the learning activities as posted on the weekly modules.

College of Education and P-16 Integration Requirements

Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester before graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

COURSE POLICIES

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Grading Policies and Assignments

Assignments

All assignments should be typed and submitted in APA (American Psychological Association) form on or before the assigned due date. APA is most commonly used to cite sources within the social sciences. There are many resources available on the web in addition to the 6th edition of the APA manual. A useful site is: <http://owl.english.psu.edu/owl/resource/560/01/>

The assignments ask you to assess and synthesize the materials you have been assigned to read. Synthesizing involves abstracting from the reading the essential points relating them to each other around some central theme. Grading will be based principally on how well the essential points have been located and how well they have been analyzed and integrated.

Always save a copy of what of the work you submit. Assignments submitted past the due date will be deducted 10 points per day submitted late. Assignments will not be accepted after being three days late.

Evaluation and Grade Assignment

Grading will be based on the written assignments

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Ten (10) points will be deducted for each day an assignment is submitted late.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link in the left navigation to view your points.

Response Time

I will respond to emails within 1 or 2 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update grades each time a grading session has been complete—typically five days following the completion of activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course. **IMPORTANT!** – Please do not hesitate to call or text me if you have a question. However, please do not text or call me after 10:00 PM.

Student Expectations

1. DO NOT BE ABSENT! **More than one unexcused absence - will drop you a letter grade.**

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2. Turn in assignments on time. Late assignments will be accepted WITH MY APPROVAL up to 48 hours. Assignments submitted after that period will receive no points.
3. Students must submit assignments to Blackboard or as instructed.
4. The final exam will be YOUR Curriculum Improvement Implementation Plan.

Assignments/Assessments

1. Curriculum and Curriculum Components

Individually, students will write a paper that defines curriculum and identifies and explains the types and components of curricula with 80% accuracy based on a rubric to be provided.

2. Deconstructing / Unpacking the Standards

In groups of 2-3, students will create a professional development session for deconstructing/unpacking the standards, with 80% accuracy, based on a rubric provided.

3. Interrelationships between Curriculum Components

Individually, students will write an explanation of interrelationships between scope and sequence, program goals, objectives, learning outcomes and authentic tasks.

4. Curriculum and Assessment Calendar

In teams of 2-3, students will analyze, with 80% accuracy based on a rubric, a curriculum and assessment calendar for their school.

5. Principal's Curriculum, Instruction, & Assessment Leadership Roles & Responsibilities

Based on analysis of district's board policies, Principal Certification Standards, T-PESs, or T-TESS Implementation Guidebook (as assigned by professor), in teams of 2-3, students will create and present to the class, with 80% accuracy based on a rubric, a table that delineates the roles and responsibilities of school principals in (a) ensuring campus curriculum and instruction are aligned with state standards (b) monitoring and improving instruction (c) developing teachers (d) graduating students who are college and career ready (e) and facilitating campus participation in district curriculum planning, implementation, monitoring, and revision.

6. Evaluation Design for Curriculum Development and Implementation

Plan In teams of 2-3, students will develop an evaluation design for a Curriculum Development and Implementation Plan that includes formative and summative evaluation measures to assess student achievement on TEKS and monitor and evaluate the implementation of a Curriculum Development and Implementation Plan.

7. Current Trend impacting Diverse Learners

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Individually, students will write an essay describing a current trend in a subject area of their choice and explain the research that supports how it addresses the needs of diverse learners and helps close the achievement gap of diverse learners.

8. Final Product. Curriculum Improvement and Implementation Plan.

In teams of 2-3, students will make an appointment with a curriculum coordinator or Assistant Superintendent for curriculum and instruction and interview this person about the process used in his/her district for Developing a program philosophy and rationale, developing a score and sequence, program goals, objectives, learning outcomes, and authentic task. Based on a rubric to be provided and with 80% accuracy, students will submit an essay that compares the findings from the interview with the steps outlined in the text and explains if the district/school follows the steps, which ones, or what steps are not included in the school's process.

Assignments/Assessments, Due Dates, Possible Points, and Grading

| Due Date | Assignments / Assessments | Weight/Total |
|----------|--|--------------|
| | 1. Curriculum Definition and 3 Types of Curriculum | 100 |
| | 2. Identifying the Needs & Deconstructing / Unpacking the Standards | 100 |
| | 3. Aligning the Curriculum Components - Interrelationships | 100 |
| | 4. Curriculum and Assessment Calendar | 100 |
| | 5. Principal's Leadership Roles & Responsibilities | 100 |
| | 6. Design – Technology Trends | 100 |
| | 7. Evaluation Measures to Assess Fidelity of Curriculum Implementation | 100 |
| | 8. Final Product. Curriculum Improvement and Implementation Plan. | 200 |
| | Total Points | 900 |

A = 810 – 900 pts B = 720 < 81 pts C = 630 < 720 pts F = < 630 pts

No grade of D is allowed to the Master's Degree

TECHNICAL REQUIREMENTS FOR ONLINE COURSES**Computer Hardware**

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins, please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe's Flash Player & Reader plug-in (latest version).
- Apple's QuickTime plug-in (latest version).
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a [Blackboard Help Ticket](#)
- Help Contact Information (UTRGV's Blackboard Support):

| BROWNSVILLE CAMPUS | EDINBURG CAMPUS |
|--|---|
| Location: Rustieberg Hall Room 108 Phone: 956-882-6697 or 956-882-6792 Monday – Friday 7:30 AM – 6:00 PM | Location: Education Building Room 2.202 Phone: 956-665-5327 Monday – Friday 7:30 AM – 6:00 PM |

SYLLABUS

Course Structure

This course will be delivered entirely on-line with the aid of the course management system Blackboard Learn for assignment submission. The course is organized into seven module of instruction, as outlined in the Calendar of Activities below. Each module is listed by its main topic and contains required readings, videos, mini-lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams. Some modules have a video or power point presentation to highlight important segments of the week's topic. However, these narrated power point lectures do not replace reading assignments. Depending on the topic, a guest speaker will be invited to chat with the group regarding a specific topic. An End Product is required for this course for completion during Week Seven. To accomplish this product on a timely basis, students will need to allocate time each week to complete all the components of the End Product.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums on the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

SYLLABUS

TENTATIVE SCHEDULE

This schedule is subject to change and will be updated

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--|-----------------------------|--------------------|--|--|
| Standard (b) School Culture. The Principal: (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (Master) | | | | |
| Standard (c) Leading Learning. The Principal will: (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff; (Master) (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (Master, 3.3) (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (Master, 4.1) (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (Master) | | | <p>To-Do List:</p> <p><u>Student Introductions & Course Expectations & Syllabus Review</u></p> <p><u>Chapter 1 – The Nature of Curriculum</u></p> <p><u>Assessment 1</u> - Individually, students will write a reflection essay that defines curriculum and identifies and explains the three types of curricula with 80% accuracy based on a rubric to be provided.</p> <p>Students will be able to identify demographic data central to their campus (AELIS/TAPR, TELPAS, STAAR, AYP), students learning data (formative and summative assessments), and recognize trends in school and community based on school and community data.</p> <p>Discussion Questions</p> <p>1. What is curriculum? 2. What purpose does the curriculum serve?</p> <p>What learning resources are you planning to use:</p> <p><u>Instructional Materials:</u></p> <p><u>Required Readings:</u></p> <p>Chapter 1</p> <p><u>View:</u></p> <p>PowerPoint</p> <p>Chapter 1 – The Nature of Curriculum and PowerPoint on Data</p> <p>Sources:</p> <p>➤ Glathorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum Leadership, 4th Edition, Pearson</p> | |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|----------------------|--|---|--|
| | | Mechanics – Proper grammar, spelling, punctuation and sentence structures are used. Sources/APA Format – All sources are accurately documented in the desired APA format. | <p>3. What are the types and components of curricula?</p> <p>4. What is the difference between state standards and the Common Core State Standards?</p> <p>5. What are mastery, organic, and enrichment curricula, and what roles do they play in the development of curriculum?</p> <p>6. Why is knowledge of the “hidden curriculum” important to curriculum leaders?</p> | <p>► TAPR campus report</p> <p>What technology will you use to support your assessments and activities:</p> <ol style="list-style-type: none"> 1. Computer 2. Blackboard |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|---|---|--|---|--|
| Standard (b) School Culture. The Principal: | (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (Master) | | | |
| Standard (c) Leading Learning. The Principal (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (Master 3.2) | (4) facilitates the use of the sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (Master 3.3.1.3) | | | |
| | 7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (Master) | | | |
| | (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. (Master) | | | |
| Standard (f) Strategic Operations. The Principal: | (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (Master) | | | |
| Wed. June 7 | # 2. Students will be able to create a professional development session about deconstructing/ unpacking the standards with 80 % accuracy based on rubric provided. | <u>Chapter 5 – Curriculum Planning</u> <u>Assignment/Assessment 2:</u> In groups of 2-3, students will create a professional development session for TEKS deconstructing/unpacking the standards with the components identified below, with 80% accuracy, based on evident or not evident rubric (11.1 pts. each) 1. Needs assessment – Subject/course to be addressed 2. Standard(s) to be deconstructed/unpacked | <u>To-Do List:</u> <u>Instructional Materials:</u> <u>Required Readings:</u> Required Readings: Chapter 5 - Curriculum Planning | <u>What learning resources are you planning to use:</u> Required Readings: ✓ Chapter 5 - Curriculum Planning |
| | Students will be able to identify demographic data central to their campus (AEIS/TAPR, TELPAS, STAAR, AYP, etc.), students learning data (formative and summative | | <u>View</u> • PowerPoint – Chapter 5 • PowerPoint - Deconstructing/unpacking the standards | <u>Sources:</u> ➢ Glatthorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|--|--|---|--|
| | assessments), and recognize trends in school and community based on school and community data. | 3. Deconstruction process – Presentation with a sample, & Deconstructed standard | View YouTube: • Deconstructing the TEKS https://www.youtube.com/watch?v=ETCdXHfKqjQ | Curriculum Leadership, 4 th Edition, Pearson. |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|----------------------|-------------|--|---------------------------------|
| | | | <p>What are curriculum deconstruction and curriculum unpacking? What are the similarities and differences? How do they impact curriculum, instruction, and assessment?</p> <p>Activity 2.1 Case Study: "Involving Community Members." Pg. 214, Q 1, 2, 4, 6</p> | |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--|---|---|---|--|
| | | | | |
| Standard (b) School Culture. The Principal: (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (Master) | | | | |
| Standard (c) Leading Learning. The Principal: (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (Master 3.3) (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (Master 4.1) | | | | |
| Standard (f) Strategic Operations. The Principal: (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs about each other and other school district programs; and (Master) | | | | |
| Week 2 Mon. June 12 | #3. Students will write an explanation of interrelationships between scope and sequence, program goals, objectives, learning outcomes and authentic task. #8. Based on interview curriculum coordinator or Assistant Superintendent for Curriculum and Instruction and assigned readings, in groups of 2 -3, students will develop a Curriculum Development and Implementation Plan and related essay with 80% mastery based on a rubric to be provided. | <u>Chapter 10 – Curriculum Development & Implementation</u> <u>Assignment/Aessment 3</u> | <u>To-Do List:</u> <u>Instructional Materials:</u> <u>Required Readings:</u> Individualy, students will write an essay explaining the process used by the district to align the district's scope & sequence, program/course goals, objectives, learning outcomes to the States' TEKS, STAAR. Submit a response to a Word document, Arial font, double-spaced, size 12 font DUF: Submit by midnight by Thurs., 6/15 | <u>What learning resources are you planning to use:</u> <u>Sources:</u> ➢ Glathorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum Leadership, 4 th Edition, Pearson. <u>VIEW:</u> PowerPoint – Chapter 10 – <i>Curriculum Development & Implementation and Implementation</i> <u>Required Readings:</u> Discussion questions 1. What is the procedure for developing a program philosophy and rationale statement? 2. What is the procedure for developing a program scope and sequence, goals, objectives, learning outcomes and authentic tasks? 3. What methods can be used for choosing teacher representation? What procedures should be followed for developing program elements? |
| | | | *** START TO PREPARE FOR – Assignment / Assessment & Team Presentations of Final Product Detail Sheet <u>Curriculum Development and Implementation Plan</u> | <u>What technology will you use to support your assessments and activities:</u> 1. Computer 2. Blackboard |

SYLLABUS

| Weeks | Learning Objectives: | Assignment / Assessments | Learning Activities | Learning Materials & Technology |
|-------|--|---|---------------------|---------------------------------|
| | <p>Final Product</p> <p>The curriculum coordinator or Assistant Superintendent for curriculum and instruction may be our guest speaker.</p> | <p>Activity 3.1 Case Study: "Building Consensus by Committee." Pg. 373, Q 1-5</p> <p>Activity 3.2 Discuss Assignment / Assessment – Final Product Provide rubric and guidance needed to develop Curriculum Development and Implementation Plan</p> <p>In teams of 2-3, students will use various sources of information to identify a specific curricular improvement necessary to improve a school's student achievement. The guest speaker may provide information on the positions role & responsibilities. They may also share the process for working with curriculum. You may also ask/interview this person about the process used in the district for developing/ or improving a program philosophy and rationale, a scope and sequence, program goals, objectives, learning outcomes, and authentic tasks.</p> <p>Include questions about how he/she recruits committee members, guides the process, plans for professional development to support the teaching of the program, and evaluates the program once it is implemented.</p> <p>Based on a rubric to be provided and with 80% accuracy, students will submit an essay that compares the findings from the interview with the steps outlined in the text and explains if the district/school follows the steps, which ones, or what steps are not included in the school's process. Submit answers in a Word document, Arial font, double-spaced, size 12 font</p> | | |

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| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--------------|--|--------------------|----------------------------|--|
| | DUE: The last day of class - Submit by midnight on Wed., 6/28 | | | |

SYLLABUS

| Weeks | Learning Objectives: The Principal: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|--|-------------|--|---|
| | <p>Standard (c) Leading Learning. The Principal:</p> <p>(4) facilitates the use of the sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs; (Master 3.3, 1.3)</p> <p>(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (Master 3.3)</p> <p>(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (Master 4.1)</p> <p>(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (Master)</p> <p>(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement; (Master)</p> <p>(9) ensures that effective instruction maximizes the growth of individual students and student groups, supports equity, and eliminates the achievement gap; (Master)</p> <p>(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and</p> <p>(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. (Master)</p> | | <ul style="list-style-type: none"> • <u>Chapter 6 – Improving the Programs of Study</u> • <u>Chapter 7 – Improving the Field of Study</u> <p><u>Assignment / Assessment 4</u></p> <p>#4. With 80% accuracy and based on a rubric to be provided, students will analyze a school's curriculum and assessment calendar and explain how the calendar:</p> <p>(a) ensures that effective instruction maximizes the growth of individual students and student groups, supports equity, and eliminates the achievement gap; and (b) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.</p> <p>(Master)</p> <p>Wed. June 14</p> | <p>What learning resources are you planning to use:</p> <p>Required Readings:</p> <p>Chapter 6 Chapter 7</p> <p>Sources:</p> <p>➢ Glatthorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum Leadership, 4th Edition, Pearson.</p> <p>What technology will you use to support your</p> <p>Instructional Materials:</p> <p>To-Do List:</p> <p>VIEW:</p> <p>PowerPoints: Chapter 6 - Improving the Program of Studies & Chapter 7 - Improving to Field of Study</p> <p>Required Readings:</p> <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What can district curriculum leaders and school principals do to best improve programs of study? 2. What should district curriculum leaders and school principals do to close the achievement gap? 3. How does the calendar ensure that effective instruction maximizes the |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--------------|--|--------------------|---|---|
| | <p>growth of individual students and student groups, supports equity, and eliminates the achievement gap?</p> <p>4. How does this calendar facilitate the use and integration of technology to enhance learning?</p> <p>5. What formative and summative measures are used to ensure plan implementation?</p> <p>6. What professional development activities and resources are provided to assist faculty with the implementation of calendar activities?</p> | | <p>3. What are some innovative ways district curriculum leaders and school principals can use and integrate technology into the curriculum to enhance learning?</p> <p>4. What can district curriculum leaders and school principals do to improve fields of study?</p> <p>Activity 4.1 <i>Chapter 6. Improving the Program of Studies</i> Case Study – "Data Before Concepts." Pg. 247, Q 1-4</p> <p>DUE: Submit answers in a Word document, Arial font, double-spaced, size 12 font Submit by midnight on Sat. – 6/17</p> <ul style="list-style-type: none"> • Chapter 7. Improving a Field of Study Case Study – "Providing Diverse Teaching Strategies." Pg. 277, Q 1-5 <p>Activity 4.2 Discuss Assignment / Assessment 4 Analyze a school's Curriculum and Assessment Calendar and discuss the questions to be answered in Assignment 4.</p> | <p>assessments and activities:</p> <ol style="list-style-type: none"> 1. Computer 2. Blackboard |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--|---|---|--|---|
| | | | | |
| Standard (b) School Culture. The Principal: (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated; (Master) | | | | |
| Standard (c) Leading Learning. The Principal: (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research. (Master) (3) routinely monitors and improves instruction by visiting classrooms, engaging informative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings. (Master 3.2) (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (Master 3.3) (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (Master 4.1) | | | | |
| Standard (e) Executive Leadership. The Principal: (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (Introduction) | | | | |
| Standard (f) Strategic Operations. The Principal: (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan; (Master) x (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs; (Master 6.4) (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs about each other and other school district programs, and (Master) | | | | |
| Week 3 | #5. Students will be able to understand and develop curriculum planning, monitoring, and revision to ensure appropriate scope, sequence, content are aligned to Texas Essential Knowledge and Skills. | <u>Chapter 9 – Supervising the Curriculum</u> Assignment / Assessment 5 | <u>To-Do List:</u> <u>Instructional Materials:</u> <u>Required Readings:</u> Chapter 9 | <p>What learning resources are you planning to use:</p> <p>Required Readings:</p> <p>Sources: ➤ Glathorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum</p> <p>VIEW: PowerPoint - Chapter 9 – Supervising the Curriculum: Teachers & Materials</p> <p>Discussion Questions</p> <ol style="list-style-type: none"> Who are some of the major leaders who have been concerned with supervision and, and what are |

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| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|---|--|--|--|
| | <p>(b) monitoring and improving instruction (c) developing teachers (d) graduating students who are college and career ready (e) and facilitating campus participation in district curriculum planning, implementation, monitoring, and revision.</p> <p>DUE: Submit a response to a Word document, Arial font, double-spaced, size 12 font. Submit by midnight on Thurs. 6/22</p> | <p>some of the major approaches to curriculum supervision?</p> <p>2. What are some of the issues and problems related to supervision that are facing curriculum leaders today?</p> <p>3. What are some of the major principal roles associated with curriculum supervision?</p> <p>4. Why is motivating staff an important component of supervision?</p> <p>5. What are the elements of that makeup supportive curriculum, and why is the supportive curriculum important?</p> | <p>Leadership, 4th Edition, Pearson.</p> <p>► Principal Certification Standards</p> <p>► District Teacher Appraisal and Professional Development Policies</p> <p>► T_PESS Implementation Guidebook – Focus on the Goal Setting and Professional Development Plan</p> <p>► District Board Policies</p> | <p>What technology will you use to support your assessments and activities:</p> <p>3. Computer</p> <p>4. Blackboard</p> <p>Activity 5.1 <i>Chapter 9 Supervising the Curriculum Case Study – "Improving Professional Development." Pg. 341, Q 1-5</i></p> <p>Activity 5.2 <i>Students will analyze district's board policies, Principal Certification Standards, T-PESS, or T-TESS Implementation Guidebook and create a table that delineates the roles and responsibilities of school principals in (a) ensuring campus curriculum and instruction are aligned with state standards (b) monitoring and improving instruction (c) developing teachers (d) graduating students who are college and career ready (e) and facilitating campus participation in district curriculum planning, implementation, monitoring, and revision.</i></p> |

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| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|--|--|---|--|
| | <p>Standard (c) Leading Learning. The Principal:</p> <p>(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment; (Master 3.3)</p> <p>(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards; (Master 4.1)</p> <p>(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (Master)</p> | | <p>Chapter 11 – Aligning the Curriculum</p> <p>Assignment / Assessment 6</p> <p>In teams of 2-3, students will develop an evaluation design for a Curriculum and Development and Implementation Plan that includes formative and summative evaluation measures, monitors and evaluates the implementation of the Curriculum Development and Implementation Plan.</p> <p>VIEW: PowerPoints</p> <p>DUE: Submit a response to a Word document, Arial font, double-spaced, size 12 font. Submit by midnight on Sat. 6/24</p> <p>Wed. June 21</p> | |
| | | #6. Students will demonstrate how formative and summative evaluation may be applied monitor and evaluate the implementation of a Curriculum Development and Implementation Plan. | <p>To-Do List:</p> <p>Instructional Material:</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Chapter 11 – Aligning the Curriculum • Chapter 12 – Curriculum Evaluation <p>Sources:</p> <ul style="list-style-type: none"> ➢ Glatthorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum Leadership, 4th Edition, Pearson. <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What are the essential elements of curriculum alignment? 2. How does one organize a curriculum alignment project? 3. What organizational strategies should be used for curriculum alignment? 4. How important is professional development in curriculum alignment? 5. What principles best define curriculum evaluation? | <p>What technology will you use to support your assessments and activities:</p> <ol style="list-style-type: none"> 5. Computer 6. Blackboard |

SYLLABUS

| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--------------|-----------------------------|--------------------|---|--|
| | | | <p>6. What evaluation models are most effective?</p> <p>7. What are formative and summative evaluation and how may each be applied to assess student learning and implementation of Curriculum Development and Implementation plans?</p> <p>8. How can the curriculum alignment project – Curriculum Development and Implementation Plan - be monitored and evaluated?</p> <p>Activity 6.1 Case Study Chapter 11. "Making Adjustments Via Alignment" Pg. 403, Q 1-5</p> <p>Activity 6.2 Discuss progress made on Final Product Assignment</p> | |

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| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--------|--|---|---|--|
| | | | | |
| | <p>Standard (c) Leading Learning. The Principal: (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (Master 3.2)</p> <p>(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations; (Master)</p> | | <p>Standard (e) Executive Leadership. The Principal: (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making; (Introduction)</p> | <p>Required Readings:</p> <ul style="list-style-type: none"> ➤ Chapter 13 – Current Developments In The Subject Fields ➤ Chapter 14 - Current Developments Across the Curriculum <p>Sources:</p> <ul style="list-style-type: none"> ➤ Glathorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum Leadership, 4th Edition, Pearson. |
| Week 4 | <p>Standard (f) Strategic Operations. The Principal: (9) uses technology to enhance school management; (Master)</p> <p>(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs about each other and other school district programs; and (Master)</p> | <p>7. Students will write an essay describing a current trend in a subject area of their choice and explain the research that supports how it addresses the needs of diverse learners and helps close the achievement gap of diverse learners</p> | <p>To-Do List:</p> <ul style="list-style-type: none"> ➤ Instructional Material: ➤ Required Reading: <p>View:</p> <ul style="list-style-type: none"> ➤ Chapter 13 – Current Developments In The Subject Fields ➤ Chapter 14 - Current Developments Across the Curriculum <p>Assignment / Assessment 7</p> <p>Individually, with 80% accuracy based on a rubric, students will write an essay describing a current curriculum development trend in a subject area of your choice and explain the research that supports how it addresses the needs of diverse learners and helps close the achievement gap of diverse learners</p> | <p>Assessment: DUE: Submit a response to a Word document, Arial font, double-spaced, size 12 font. Submit by midnight on Wed. 6/28</p> <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What are some of the trends and issues involved in ELA (reading and writing), <p>What technology will you use to support your</p> |

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| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|--------------|-----------------------------|--------------------|---|--|
| | | | <p>mathematics, science, foreign language, arts education, and physical education?</p> <p>2. Is technology affecting the delivery and implementation of the curriculum in subject areas?</p> <p>3. What are some of the curriculum changes that are improving listening, speaking, and thinking skills?</p> <p>4. What changes have taken place in technology use in our schools?</p> | <p>assessments and activities:</p> <p>5. Computer</p> <p>6. Blackboard</p> |

Activity 7.1

Case Study: "What Is Taught Versus What Should Be Taught." Pg. 481 Q 1-5

Activity 7.2

Case Study: "Developing and Sharing Strategies." Pg. 514, Q1-5

Activity 7.3

Discuss progress made on Final Product Assignment

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| Weeks | Learning Objectives: | Assessments | Learning Activities | Learning Materials & Technology |
|-------|--|-------------|---|---|
| | <p>Standard (c) Leading Learning, The Principal: (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research; (Master 3.2) (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning. (Master)</p> <p>Based on interview curriculum coordinator or Assistant Superintendent for Curriculum and Instruction and assigned readings, in groups of 2 -3 students will develop a Curriculum Development and Implementation Plan and related essay with 80% mastery based on a rubric to be provided</p> <p>Last Day of Class!</p> <p>Wed. June 28</p> | | <p><u>Assignment / Assessment 8 Team Presentations of Final Product</u></p> <p><u>Assignment 8</u></p> <p><u>Curriculum Development and Implementation Plan</u></p> | <p>What learning resources are you planning to use: ➤ Glathorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). Curriculum Leadership, 4th Edition, Pearson.</p> <p>Required Readings: Sources: ➤ What technology will you use to support your assessments and activities: 7. Computer Blackboard</p> <p>What learning challenges/issues do you anticipate and how will you address them? What recommendations for Plan improvement do you have?</p> <p>What are the lessons learned from this assignment? What leadership challenges/issues do you anticipate and how will you address them?</p> <p>Based on a rubric to be provided and with 80% accuracy, students will submit an essay that compares the findings from the interview with the steps outlined in the text and explains if the district/school follows the steps, which ones, or what steps are not included in the district's / school's process. Submit answers in a Word document, Arial font, double-spaced, size 12 font Submit by midnight on</p> |

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FINAL Product Detail – Curriculum Improvement and Implementation Plan

Basic Format:

1. Title Page
2. Abstract
3. **Introduction:** What is the purpose of the paper? Define curriculum and explain the three types of curriculum.
4. Description of Process
 - a. **Needs Assessment**
Explain process used to determine curriculum area that merits improvement
 - b. **Philosophy**
Explain process used to establish district's philosophy and how the district's philosophy impacts the district's curriculum and supports equity/diversity
 - c. **Scope and Sequence**
Explain how the curriculum/program scope and sequence is aligned to the TEKS and STAAR
 - d. **Program/Course Goals**
Explain how program/course goals are aligned to the TEKS, STAAR and the Accountability System ratings.
 - e. **Program Objectives**
Explain how Program Objectives are aligned to the Program/Course Goals
 - f. **Program/Course Authentic Tasks (Activities)**
Explain how Authentic Tasks (what is to be done?) are determined.
 - g. **Professional Development**
Explain how professional development needed is identified and aligned to Program Goals and Objectives.
 - h. **Resources Needed**
Explain how resources needed are determined and how inclusion in the curriculum is determined.
 - i. **Technology Integration**
Explain how technology is integrated into the curriculum.
 - j. **Monitoring and Evaluation**
Identify and explain how fidelity in the implementation of curriculum is monitored and evaluated.
 - k. **Curriculum and Assessment Timelines**
Explain how curriculum and assessment timelines are developed and monitored for fidelity in implementation.
 - l. **Extra and Co – Curricular Activities**
Explain if and how the curriculum developed facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs and other school district programs.
5. **Committee Membership and Recruitment Process**
6. **Explanation of the District's expectations of the principal's roles and responsibilities about the development and implementation of the curriculum.**
7. **Description of Principal Roles and Responsibilities in the following areas:**

- a. Guiding the Curriculum and Development Process
 - b. Planning Professional Development
 - c. Ensuring Resources are Provided
 - d. Monitoring and Evaluating Fidelity of Curriculum Implementation
- 8. Reflections (To be submitted individually)**
- a. Lessons Learned
 - b. Leadership challenges
 - c. Implications for future personal leadership practices

EDUCATIONAL LEADERSHIP
COLLEGE OF EDUCATION AND P-16 INTEGRATION
FALL 2017

UTRGV COURSE TITLE AND NUMBER: EDUL 6345.01, SCHOOL AND COMMUNITY RELATIONS

INSTRUCTOR NAME: DR. FRED GUERRA

TERM: FALL 2017

TELEPHONE #: (956) 624-8466, CELL PHONE

EMAIL: Federico.guerra@utrgv.edu

MEETING TIMES AND LOCATION:

MEET ON WEDNESDAY

OFFICE LOCATION & HOURS: EDINBURG – MON. – FRI. 8:00 – 12:00

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Text:

The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson

Helpful, but not required:

APA Publication Manual of the American Psychological Association. (2009), 6th Ed. Washington, DC: American Psychological Association.

COURSE DESCRIPTION AND PREREQUISITES

Course Description: This course on School Community Relations examines the dynamics and relationships that exist within two distinct constituencies: (1) the internal publics, or those who work and spend vast amounts of time within the school, and (2) the external publics, or those who live and work outside the school. Through a series of readings, conversations, writings, and strategic assignments, students will explore the dynamics and processes that foster healthy schools and organizations.

Prerequisites for the Course: None

Learning Outcomes for the Course: SLO 3

Students will be able to articulate the importance and impact that socio-cultural factors, school law, school community relations, and budgeting have on the development and management of public schools and on educational success.

Measurements-

- A) 90% of the students will pass Section 3.0 of the Department's Comprehensive Exam, on the first exam administration during the semester immediately preceding student's graduation date, by responding correctly at the 80% passing standard or above to one of three questions in accordance with the department's scoring rubric. A third scorer will be used if a conflict exists between initial scores.
- B) Each semester 90% of students enrolled in EDUL 6305, 6345, 6315, and 6355 will demonstrate competency in the respective course content at the 80% mastery level as determined by the professor of record using a department approved knowledge and skills question and scoring rubric.

Course Goals:

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

- (I) are committed to ensuring the success of the school,
 - (II) motivate the school community by modeling a relentless pursuit of excellence;
 - (III) are reflective in their practice and strive to continually improve, learn, and grow; (ELCC 4.1, 4.4, 5.2)
 - (IV) view unsuccessful experiences as learning opportunities, remained focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation and, talk to shareholders to understand what went wrong and how to adapt strategies moving forward, (ELCC 1.2, 1.4)
 - (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences; (ELCC 4.3, 6.1, 5.3)
 - (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; (ELCC 4.3, 6.1)
 - (VIII) treat all members of the community with respect and develop strong, positive relationships with them. (ELCC 4.3, 4.2, 6.1)
- (iii) Communication and interpersonal skills. The principal tailor's communication strategies to the audience and develops meaningful and positive relationships.

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

- (I) leverage school culture to drive improved outcomes and create high expectations;
- (V) treat families as key partners to support student learning, creating for two-way communication structures and regular updates on student progress. Regular opportunities exist for both family and the community to engage with the school and participate in school functions.
- (iii) Intentional family and community engagement. The principal engages families and community members in student learning.

Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

SYLLABUS

(V) treat office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

College of Education and P-16 Integration Requirements:

- A Tk20 account is required of all students in the College of Education and P-16 Integration. Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration's assessment system.
- Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

COURSE OBJECTIVES

| COURSE LEARNING OBJECTIVES | PROGRAM SLOs | TEXAS PRINCIPAL STANDARDS | ELCC STANDARDS |
|----------------------------|--------------|---------------------------|----------------|
| 1 | 3 | 3-I | |
| 2 | 3 | 3-I | |
| 3 | 3 | 3-II | |
| 4 | 3 | 3-III | 4.1,4.4,5.2 |
| 5 | 3 | 3-VIII | |
| 6 | 3 | 3-VI | 4.3,6.1,5.3 |
| 7 | 3 | 3-VII | |
| 8 | 3 | 4-V | |
| 9 | 3 | 3-IV | 1.2,1.4 |
| 10 | 3 | 4-I | |
| 11 | 3 | 4-III | |
| 12 | 3 | 5-V | |
| 13 | 3 | 4-III | |
| 14 | 3 | 3-III | |
| 15 | 3 | 5-V | |
| 16 | 3 | 3-II | |

TECHNICAL REQUIREMENTS**COMPUTER HARDWARE**

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

STUDENT TECHNICAL SKILLS

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe's Flash Player & Reader plug-in (latest version)
- Apple's QuickTime plug-in (latest version).
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV's Blackboard Support):

| BROWNSVILLE CAMPUS | EDINBURG CAMPUS |
|---|---|
| Location: Rusteberg Hall Room 108 Phone: 956-882-6697 or 956-882-6792 Monday – Friday 7:30AM – 6:00PM | Location: Education Building Room 2.202 Phone: 956-665-5327 Monday – Friday 7:30AM – 6:00PM |

Course Organization & Online Tools

COURSE STRUCTURE

This course will be delivered as a face-to-face course. The course is organized into 16 weeks of instruction, as outlined in the Calendar of Activities below. Each week is listed by its main topic and may contain required readings, videos, mini lectures, discussion forums, essay and framework assignments, and maybe some collaborative assignments that you complete working in teams. Some weeks have a video or power point presentation to highlight important segments of the week's topic, however, this narrated power point lectures do not replace reading assignments. Depending on the topic, a guest speaker may be invited to chat with the group regarding a specific topic. An End Product is required for this course for completion during Week 16. To accomplish this product on a timely basis, students will need to allocate time each week to successfully complete all the components of the End Product.

Note: Most materials used in conjunction with the course are subject to copyright protection.

DISCUSSION FORUMS

The discussion forums will be in class and I was act as a facilitator.

ASSIGNMENTS

Unless indicated otherwise in Weekly materials, you will submit all assignments to its respective assignment area. The due dates in Assignments match the due dates in the schedule below.

UTRGV University Policies

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available at the end of summer I, 2017. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

- Plagiarism will not be tolerated and a grade of "F" will be assigned for the course should this occur.
- Plagiarism of written online discussions will not be tolerated and a grade of "F" will be assigned for the course should this occur. For example, a student shall not copy the written responses of another student for their own use for a discussion board.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

CEP Program Policies

FIELD EXPERIENCES

Enrollment in this course will require that the student have field experience. The field experience will be defined in the learning activities as posted on the weekly modules.

COURSE POLICIES

College of Education and P-16 Integration Requirements:

Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

GRADING POLICIES AND ASSIGNMENTS

| Component | Percentage |
|---|-------------------|
| 1. Plan Comparison | 75 |
| 2. Scholars | 50 |
| 3. Sociological Inventory | 50 |
| 4. PR Plan - Goals | 100 |
| 5. Type of PR Plan | 100 |
| 6. Role of Media | 75 |
| 7. Internal Communication | 75 |
| 8. Key Communicators | 100 |
| 9. Crisis Communication Plan | 100 |
| 10. Public Interaction | 100 |
| 11. News Media | 50 |
| 12. Technology | 100 |
| 13. Online Communication | 50 |
| 14. 2 Websites | 100 |
| 15. Financial Issues | 50 |
| 16. Student Success | 100 |
| 17. Final – School & Community Relations Plan | 100 |
| TOTAL | 1,375 |

A = 1,375 – 1,225

B = 1,224 – 1,074

C = 1,073 - 923

F = below 924

SYLLABUS

No grade of D is allowed in the Master's Degree.

LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval

VIEWING GRADES IN BLACKBOARD

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

RESPONSE TIME:

Generally I will respond to emails within 1-2 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update grades each time a grading session has been complete—typically 4 days following the completion of an activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course

WEEKLY COURSE SCHEDULE

Course Name/Number: EDUL 6345 – School and Community

Program/Course Goals: The Program Goals and Course Goals are defined by the Texas Education Agency as the Principal Standards.

Additional Course Policies

COMPLETE ASSIGNMENTS

All assignments for this course will be submitted electronically through Blackboard. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.

- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.

- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

SYLLABUS

| Week 1 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|---------|---------------------|---|---|--|---|
| 8/30/17 | 3 - 1 | #1 – Demonstrate the importance of planned and measured school communication. | <p><u>Part One – Essential Considerations</u></p> <p>Assignment #1 (LO#2) - When considering the recommendations authored by the National School Public Relations Association (NSPRA) for a school-and-community relations' plan, does your school's current school's community-relations' plan or public relations' plan align with the recommendations of the NSPRA school-and-community relations model plan. (a) Identify how your school's plan exhibits or varies from recommendations in the NSPRA plan. (b) For those elements that mirror the NSPRA plan, explain how these elements have strengthened school-and-community relations in your institution. (c) If your school's public relations plan lacks the recommendations of the NSPRA plan, how might you incorporate these missing recommendations to strengthen your institution's school-and-community relations program? (75 pts.)</p> | <ul style="list-style-type: none"> • Review course standards, & syllabus <p>Read:</p> <ul style="list-style-type: none"> • Chap. 1 & 2 | <p>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</p> <ul style="list-style-type: none"> • Strategic Communication Plan https://www.nspra.org/getting_start_ed <p>View:</p> <ul style="list-style-type: none"> • Getting Started with a School Public Relations Plan https://www.nspra.org/getting_start_ed <ul style="list-style-type: none"> • Video – School PR Plan • Video - Public Relation Planning for School's Success • Video - School Community Relations |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

SYLLABUS

| Week 2 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|--------|---------------------|--|---|---|---|
| 9/6/17 | 3 - II | #2 – Outline traditional public relation models. | <p>Assignment #2 - (a) Provide some detail on the various definitions of public school relations in by the following scholars: Rex Harlow, Culip-Center-Broom, Wilcox & Cameron, and Holliday.</p> <p>(b) Select the author(s) and corresponding definition that best describes how your school visualizes its program of public relations or its school-and-community relations' program. (50 pts.)</p> | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 3 & 4 <p>View:</p> <ul style="list-style-type: none"> • Chap. 1 – Ppt. - The Importance of Public Relations • Chap. 2 – Ppt. – Public Character of the School • Video – Ten Ways to Build School-Community Partnerships | <p><i>The School & Community Relations</i>, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</p> |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

SYLLABUS

| Week 3 | Principal Standards | Learning Objectives | Assessments |
|---------|---------------------|--|---|
| | | | Learning Activities |
| | | | Learning Materials & Technology |
| 9/13/17 | 3 - III | <p>#3 – Identify key community segments important to school-community relations planning and programming</p> <p>#4 – Distinguish the components of school-community relations planning</p> | <p>Assignment #3 - (a) Define what a sociological inventory is, and explain its benefit in conducting a preliminary analysis of community dynamics. (b) Describe how you would use this tool in conducting a preliminary analysis of the community dynamics of your local school institution. Make sure that you address at least four of the following components of this survey in your preliminary analysis: customs and traditions, historical background, demographic trends, economic life, political structures, leadership, communication channels, community groups, social tensions, previous community efforts, and sources of information. (50 pts.)</p> <p>Assignment #4 - Reflect on your district's school-and-community relations plan through the three-phase process of strategic planning: goal-objective procedures, implementation procedures, and evaluation procedures. Based on the principles in this chapter, explain each of the three procedural phases, and discuss how each of these phases reflects the process of developing an effective school-and-community relations plan. Using your school district's comprehensive improvement plan or its public relations plan, provide practical evidence regarding how each of the three procedural phases are present in your district's policy-making. (100 pts.)</p> <ul style="list-style-type: none"> • Read: Chap. 5 • View: Chap. 3 – Ppt. – Understanding the Community • Chap. 4 – Ppt. – Policies, Goals, & Strategies • Video – My High School Plan |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

UTRGV

College of Education
& P-16 Integration

SYLLABUS

| Week 4 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Materials & Technology |
|---------|---------------------|--|--|---|--|
| 9/20/17 | 3 - Viii | #5 – Identify the roles administrators play in contributing to school-community relations success. | Assignment #5 - Reflect on the personnel in the school district that you work for or the school district that you reside in. Identify the school leaders most responsible for school and community relations in this district. Do these leaders exhibit a centralized model of school-community relations, a decentralized model of school-community relations, or a coordinated model of school-community relations? Select only one model, explain this selection, and defend your selection. (100 pts.) | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 6 <p>View:</p> <ul style="list-style-type: none"> • Chap. 5 – Ppt. – Administering the Program • Video – Wait a Minute: Back to School, Back to Business: Is your PR Plan ready? | <i>The School & Community Relations</i> , by Edward H. Moore, Don Bagin, & Donald Gallagher, 11 th Edition, 2016, Pearson |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

SYLLABUS

| Week 5 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|---------|---------------------|---|--|---|--|
| 9/27/17 | 3 - Vi | #6 – Distinguish the roles media play in school communication | <u>Part Two – Relations with Special Publics</u> | <p>Assignment #6 - Mass media has been a longstanding vehicle used to establish strong school-and-community relations. Select three (3) forms of mass media, and explain the type and extent of school-and-community relations your school has established from each selected form of mass media. Mass media types you are to select from include: television (network, cable, or school), radio, newspaper, newsletter, internet, and social media (social networks [Facebook, LinkedIn], social news, media sharing [YouTube], and microblogging [Twitter]). (75 pts.)</p> | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 7 <p>View:</p> <ul style="list-style-type: none"> • Chap. 6 – Ppt. The Communication Process • Video - A Community Meeting about the media's role in reducing school violence |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

SYLLABUS

| Week 6 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|---------|---------------------|--|---|--|--|
| 10/4/17 | 3 - VII | #7 – Demonstrate how internal communication contributes to and supports the success of school-community relations programming. | <p>Assignment #7 - (a) Describe the structure regarding the internal relations of a typical school district, and explain the role of the specific sub-units or groups in this structure of relations: board of education, district superintendent, central office administration, building principal and administration, instructional staff (teachers and human resource staff), and non-instructional personnel (secretaries, custodians, janitors, and security staff).</p> <p>(b) Identify and describe in some detail the type or model of administration that best supervises the structure of internal relations described in section 'a'.</p> <p>(c) Comment on the accuracy of the following statement: <i>Shared-decision making or site based management is most often used and preferred as the supervision model in most contemporary public schools. Shared-decision making or site-based management is a decentralized model of management that enables the individual school to perfect its supervision of educational delivery propelled by inter-staff harmonious relations at the school site</i> (75 pts.)</p> | <p>Read:</p> <ul style="list-style-type: none"> Chap. 8 <p>View:</p> <ul style="list-style-type: none"> Chap. 7 – Ppt. Communication with Internal Publics <p>• Video – Internal Communications Strategies</p> | <i>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</i> |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

SYLLABUS

| Week 7 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|----------|---------------------|--|--|---|--|
| 10/11/17 | 4 - V | #8 – Define a key communicators program, and identify the steps in developing a key communicators program. | Assignment #8 - A brilliant school administrator is one that knows how to develop and sustain strategic partnerships with external publics of the school's community. (a) Based on your understanding of how schools communicate with their external publics, formulate a definition concerning what constitutes a STRATEGIC PARTNERSHIP. (b) Identify three (3) strategic partnerships that you deem are important in establishing strong two-way communication between a school and its community. (c) For each strategic partnership in (b), state and describe its KEY COMMUNICATORS. (d) Explain how each strategic partnership establishes and sustains strong relations with the school community's external publics. (100 pts) | Read: <ul style="list-style-type: none"> • Chap. 9 View: <ul style="list-style-type: none"> • Chap. 8 – Ppt. • Communicating with External Publics <ul style="list-style-type: none"> • Video – Open Communication & Welcoming Environments | <i>The School & Community Relations</i> , by Edward H. Moore, Don Bagin, & Donald Gallagher, 11 th Edition, 2016, Pearson |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

UTRGV

College of Education
& P-16 Integration

SYLLABUS

| Week 8 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|----------|---------------------|--|--|--|---|
| 10/18/17 | 3 - IV | #9 – Identify the components of a crisis communication plan. | <p>Assignment #9 - Obtain your school district's crisis communication plan, and review it carefully. If a crisis occurs in your school, describe the responsibility that you have as either school district superintendent or school building principal in order to carry out this plan when responding to the following publics: School Board of Education, victims, victim's families, students, and two (2) additional internal publics as well as two (2) additional external publics in the respective lists below. Additionally, if you select the role of school district superintendent, then you must include in this essay your responsibility to school principals; conversely, if you select the role of school building principal, then you must include in this essay your responsibility to the school district superintendent. (100 pts.)</p> | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 10 • Crisis Communication Plan: A PR Blueprint http://www.niu.edu/newsplace/crisis.htm • A Model for School-based Crisis Preparedness & Response https://ojp.gov/oyc/publications/bulletins/schoolcrisis/pg3.html <p>View:</p> <ul style="list-style-type: none"> • Internal Publics • Subordinate administration (central office) • Subordinate administration (building administration: i.e. assistant principals) • Instructional Faculty • Human Resource Faculty (guidance counselors, social workers, school psychologists, etc.) • Non-Instructional Personnel • External Publics <ul style="list-style-type: none"> a.) Parents b.) Community Residents c.) Law Enforcement Agency d.) Media e.) Other Municipal Services (Fire Department, Ambulance, Local Utilities, etc.) | <i>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</i> |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

SYLLABUS

| Week 9 | Principal Standards | Learning Objectives | Assessments | Learning Materials & Technology |
|----------|---------------------|---|--|--|
| 10/25/17 | 4 - I | #10 – Outline the ways in which public interaction in the delivery of school services, and participation in school events, can influence public understanding, perception, and support. | <p>Assignment #10 - School "A" and School "B" exhibit the same level of student performance on state examinations. However, the facilities and grounds of School "A" are well kept, whereas the facilities and grounds of School "B" are often filthy and unkempt. Based on the principles of chapter 9 regarding the expected role of facility maintenance as a form of effective school communication, what school will most parents send their children to School "A" or School "B"? Does the role of facility maintenance foster positive school-and-community relations or negative school-and-community relations? Take a distinct position, explain your answer in detail, and provide two practical examples. (100 pts.)</p> <p>Read:</p> <ul style="list-style-type: none"> • Chap. 11 • Documenting Communication with the School About Special Services http://www.readingrockets.org/article/documenting-communication-school-about-special-services • Working with the Media http://www.baltimorecityschools.org/Page/13982 • Making the Case for Social Media in Schools https://www.edutopia.org/blog/making-case-social-media-in-schools-jim-asher <p>View:</p> <p>Chap. 10 – Ppt. – Communication about School Services & Special Events</p> | <i>The School & Community Relations</i> , by Edward H. Moore, Don Bagin, & Donald Gallagher, 11 th Edition, 2016, Pearson |

This syllabus is subject to change in order to better meet course objectives per discretion of instructor.

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| Week 10 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|---------|---------------------|---|--|---|--|
| 11/1/17 | 4 - iii | #11 – Document the distinct roles news media coverage plays in developing public understanding of and support for educational activities and initiatives. | <p>Part Three – Communication Tools</p> <p>Assignment #11 - (a) Choose two types of straight-story newspaper reporting from Column "A," and (b) choose two types of news sources from Column "B." Define each selection, provide concrete examples of these types in your school district, and evaluate how each type of school news affects the quality of school-and-community relations in your school district or public school building. (50 pts.)</p> <p><i>Column A: Types of Newspaper Reporting</i></p> <ul style="list-style-type: none"> ✓ Feature Story ✓ Special Column ✓ Photographic Story ✓ Editorial ✓ Letter to the Editor <p><i>Column B: News Sources</i></p> <ul style="list-style-type: none"> ✓ Fact Sheet ✓ News Conference ✓ News Release ✓ News Memo | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 12 • Working with the Media to Get Positive Coverage <p>View:</p> <p>Chap. 11 – Ppt. – Working with the Media</p> | <p>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</p> |

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SYLLABUS

| Week 11 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|---------|---------------------|---|--|--|--|
| 11/8/17 | 5 - V | #12 – Outline the new options that technology offers schools when using publications. | Assignment #12 - When considering the extent of technology integration alongside its convergence with traditional means of printing, there are a variety of electronic tools that are used in school publications today. Given the list of electronic tools below, select three of these electronic tools, and explain how each tool is used in your school to produce school publications. (100 pts.) | <ul style="list-style-type: none"> • Assignment #12 - When considering the extent of technology integration alongside its convergence with traditional means of printing, there are a variety of electronic tools that are used in school publications today. Given the list of electronic tools below, select three of these electronic tools, and explain how each tool is used in your school to produce school publications. (100 pts.) • Electronic Tools <ul style="list-style-type: none"> ✓ Email ✓ School Website ✓ Blog ✓ Social Media (Twitter) ✓ Computing peripherals: (i.e., DVD/CD) ✓ Cell Phone <p>View: Chap. 12 – Ppt. – Working with Publications</p> | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 13 • Digital Strategy for Schools 2015-2020 https://www.education.ie/en/Publications/Policy-Reports/Digital-Strategy-for-Schools-2015-2020.pdf • eSchool News https://www.eschoolnews.com/ <p>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</p> |

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SYLLABUS

| Week 12 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|----------|----------------------|--|-------------|---|---------------------------------|
| 11/15/17 | 4 - iii No Class! | #13 – Document the ways in which online communication is deployed in most school-communication programs. | | <p>Assignment #13 - From the chapter, reacquaint yourself with the minimum expectations regarding required content on a school website. Also, reacquaint yourself with the acceptable standards of both website communication and website design. Using these minimum content expectations as well as using both the website communication and website design acceptable standards, (a) evaluate your school district website, and (b) evaluate your school building website. In your respective evaluations, identify the strengths and weaknesses of each website. For each weakness, articulate a recommendation for improvement. Please keep in mind that you must author in your respective evaluations a profile of school online and website effectiveness that either promote currently or will promote two-way school-and-community relations in your school system. (50 pts.)</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> • Chap. 14 • School System Hires Former FBI Agent to Probe Social Media http://www.cnn.com/2013/11/08/livin-g/schools-of-thought-social-media-monitoring-students/index.html • The Case For Social Media in Schools http://lmashable.com/2010/09/25/social-media-in-school/#1Dydk0i7tqb • Pros and Cons of Social Media in the Classroom https://campusotechnology.com/article/2012/01/19/pros-and-cons-of-social-media-in-the-classroom.aspx • 4 Ways to Increase Your School's Social Media Engagement https://www finalsites.com/blog/p-post/4-ways-to-increase-your-schools-social-media-engagement/2016/6/29 <p>View: Chap. 13 – Ppt. - Using Online Tactics</p> | |

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SYLLABUS

| Week 13 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|----------|---------------------|--|--|--|--|
| 11/22/17 | 3 - iii | #14 – Identify how new ideas and change can be influenced through appropriate communication programming. | <p>Assignment #14 - Review the websites of two school districts. The first school district website that you must review is of the Nixa Public School system in Nixa, Missouri. The URL link for this website is http://www.nixapublicschools.net.</p> <p>Next, you are to choose the second school district website. Review each district website thoroughly. From this review, identify and describe the types of online communication tools that each school district website uses to communicate with its various external and internal constituents. (100 pts.)</p> | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 15 • Transforming Schools Through Community Organizing: A Research Review http://www.hfrp.org/publications-resources/browse-our-publications/transforming-schools-through-community-organizing-a-research-review <p>View:</p> <p>Chap. 14 – Ppt. – Conducting Special Issue Campaigns</p> | <p>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</p> |

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| Week 14 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|----------|---------------------|--|---|---|--|
| 11/29/17 | 5 - V | #15 – Outline the importance of ongoing communication on financial issues to build public understanding of school financial needs and practices. | Assignment #15 - (a) When considering the school finance principles of bonding and school budgeting, explain why public support of school bond initiatives and the school district budget constitute repeated challenges for the typical school district. (b) Identify and explain in detail five (5) essential strategies that a school district must use in its school communication campaign to establish two-way communication in its school system over delicate school-finance issues and to overcome the challenges discussed in Section "a." (50 pts.) | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 16 • Do's and don'ts for Ballot Issue Campaigns for School Districts http://www.bricker.com/insights-resources/publications/dos-and-donts-for-ballot-issue-campaigns-for-school-districts | <p>View:</p> <p>Chap. 15 – Ppt. – Communicating School Finance Issues</p> |

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J. J.

SYLLABUS

| Week 15 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|---------|---------------------|---|--|--|---|
| 12/6/17 | 3 - II | <p>#16 – Describe how school-community relations outcomes can be linked to both school and student success.</p> | <p>Assignment #16 - States across the country have shifted from supervision to evaluation when determining the effectiveness of building principals specifically and educational practitioners at large. In so doing, states have used evaluation programs to collect data from external publics – (i.e. parents, community members, and school community partners) – with the overall goal to assess principal effectiveness. Describe the specific components of the school principal evaluation instrument and rubric in your school that aggregates various forms of community data to assess the effectiveness of school principals. In your answer, you must provide at least two (2) different research techniques and corresponding data that are required in your school district's principal evaluation form. (100 pts.)</p> | <p>Read:</p> <ul style="list-style-type: none"> • Chap. 16 • The Role of Supportive School Environments in Promoting Academic Success https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success • Report: The Positive Relationship Between Family Involvement & Student Success http://www.pta.org/programs/content.cfm?ItemNumber=1459 <p>View:</p> <ul style="list-style-type: none"> • Chap. 16 – Ppt. – Assessment & Accountability | <p><i>The School & Community Relations, by Edward H. Moore, Don Bagin, & Donald Gallagher, 11th Edition, 2016, Pearson</i></p> |

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| Week 16 | Principal Standards | Learning Objectives | Assessments | Learning Activities | Learning Materials & Technology |
|----------|-------------------------------|---|---|--|---------------------------------|
| 12/13/17 | 3 – I & II Final Exam Day! | Students will be able to complete a School and Community Relations plan that will treat all partners as stakeholders in achieving goals and objectives identified with 80% proficiency based on a rubric. | Submit the School & Community Relations Plan (100 pts.) | View: 1.) Community Tool Box, Developing a Plan for Communication: http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main 2.) Steps to Creating a School Communication Plan: https://www.campussuite.com/3-steps-creating-school-communications-plan/ | |

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EDLR 6305 SOCIO-CULTURAL-CONTEXTS OF EDUCATION

INSTRUCTOR INFORMATION

Instructor: Dr. Alex. Garcia, Ed.D.

Office: Edinburg Campus EDUO 1.620

Office Hours: Monday, Tuesday, Wednesday 9 am-12 noon or by appointment

Office Telephone: 956-467-7529

E-mail: alejandro.garcia@utrgv.edu (*preferred method of contact*)

Class location: McAllen Teaching Site Room 1.104, 1800 S Main St #1100, McAllen, TX 78503 (Near La Plaza Shopping Mall)
Class Meeting date and time: Wednesdays 4:40-7:10 pm.

Response Time:

Generally, I will respond to e-mails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Text:

Multicultural Education in a Pluralistic Society (9th Edition) by Multicultural Education in a Pluralistic Society (9th Edition) ISBN-10: 0137035098
ISBN-13: 978-0137035090

Recommended Text:

APA Publication Manual of the American Psychological Association. (2009) 6th ed. Washington, DC: American Psychological Association.

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Course Description and Prerequisites

Course Description: This course will help in the identification and analysis of cultural forces that ultimately shape the direction of modern American education with emphasis upon the purposes of education in their social and cultural contexts. An emphasis on the multicultural factors in society that affect the public schools and their influences upon learning and the acquisition of skills important to survival and self-fulfillment will be made. Particular emphasis will be placed upon understanding the culture of the Mexican-American child.

Prerequisites for the Course: None

Learning Outcomes for the Course

Student Learning Outcome: 3

Students will be able to articulate the importance and impact that socio-cultural factors, school law, school community relations, and budgeting have on the development and management of public schools and on educational success.

Measurements-

- a) 90% of the students will pass Section 1.0 of the Department's Comprehensive Exam, on the first exam administration during the semester immediately preceding student's graduation date, by responding correctly at the 80% passing standard or above to one of three questions in accordance with the department's scoring rubric.
- b) Each semester 90% of students enrolled in EDUL 6305 will demonstrate competency in the respective course content at the 80% mastery level as determined by the professor of record using a department approved knowledge and skills question and scoring rubric.

College of Education and P-16 Integration Requirements:

- Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

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COURSE OBJECTIVES

| OBJECTIVES | TEXAS PRINCIPAL STANDARDS | TEXAS PRINCIPAL INDICATORS | E.I.C.C. STANDARDS | PROGRAM SLOs |
|------------|---------------------------|----------------------------|--------------------|--------------|
| 1 | 3 | I, II, III, IV | 6.3,4.1,4.2,4.3 | 3 |
| 2 | 3 | I, II, III, IV | 6.3,4.1,4.2,4.3 | 3 |
| 3 | 4 | I, III, IV, V | 2.1 | 3 |
| 4 | 4 | I, III, IV, V | 2.1 | 3 |
| 5 | 4 | II | 1.1 | 3 |
| 6 | 4 | II | 1.1 | 3 |
| 7 | 3 | I, II, II | 6.3,4.1,4.2 | 3 |
| 8 | 4 | II, III | 1.1,2.1 | 3 |
| 9 | 4 | II | 1.1 | 3 |
| 10 | 4 | II | 1.1 | 3 |

TECHNICAL REQUIREMENTS

COMPUTER HARDWARE

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

STUDENT TECHNICAL SKILLS

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe's Flash Player & Reader plug-in (latest version).
- Apple's QuickTime plug-in (latest version).
- Virus protection UTRGV Software link

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Microsoft Office UTRGV Software link

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a Blackboard [Help Ticket](#)
- Help Contact Information (UTRGV's Blackboard Support):

| BROWNSVILLE CAMPUS | EDINBURG CAMPUS |
|-------------------------------------|---|
| Location: Rustleberg Hall Room 108 | Location: Education Building Room 2.202 |
| Phone: 956-882-6697 or 956-882-6792 | Phone: 956-665-53327 |
| Monday – Friday 7:30AM – 6:00PM | Monday – Friday 7:30AM – 6:00PM |

Course Organization & Online Tools

COURSE STRUCTURE

DISCUSSION FORUMS

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

ASSIGNMENTS

Unless indicated otherwise in Weekly materials, you will submit all assignments to its respective assignments area in Blackboard only. Please do not e-mail any assignments.
Late work will not be accepted.

UTRGV University Policies

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at

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accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences of 3 or more absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

- Plagiarism will not be tolerated and a grade of "F" will be assigned for the course should this occur.
- Plagiarism of written online discussions will not be tolerated and a grade of "F" will be assigned for the course should this occur. For example, a student shall not copy the written responses of another student for their own use for a discussion board.

SEXUAL HARASSMENT. DISCRIMINATION. and VIOLENCE:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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COURSE POLICIES

Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation 1 regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

GRADING POLICIES AND ASSIGNMENTS

| WEEK | ASSIGNMENT | POINTS | DUEDATE |
|------|--|--------|-----------|
| 1 | ASSIGNMENT #1 - CULTURAL AUTOBIOGRAPHY | 100 | 1/28/2018 |
| 2 | ASSIGNMENT #2 STUDENT CASE STUDY | 100 | 2/4/2018 |
| 3 | ASSIGNMENT 3 CELEBRATING DIVERSITY | 100 | 2/11/2018 |
| 4 | ASSIGNMENT 4 THE CULTURAL PROFICIENCY CONTINUUM | 100 | 2/18/2018 |
| 5 | DISCUSSION BOARD POSTINGS 1 | 100 | 2/25/2018 |
| 6 | DISCUSSION BOARD POSTINGS 2 | 100 | 3/4/2018 |
| 7 | ASSIGNMENT 5 PARENTAL INVOLVEMENT AS PART OF CAMPUS CULTURE | 100 | 3/11/2018 |
| 8 | ASSIGNMENT 6 CREATING A CAMPUS CULTURE THAT SETS HIGH EXPECTATIONS | 100 | 3/25/2018 |
| 9 | DISCUSSION BOARD POSTINGS 3 | 100 | 4/1/2018 |
| 10 | ASSIGNMENT 7 DEMOGRAPHIC DATA | 100 | 4/8/2018 |
| 11 | DISCUSSION BOARD POSTINGS 4 | 100 | 4/15/2018 |
| 12 | ASSIGNMENT 8 VISION IMPLEMENTATION PLAN | 100 | 4/22/2018 |
| 13 | DISCUSSION BOARD POSTINGS 5 | 100 | 4/29/2018 |
| 14 | ASSIGNMENT 9 COLLEGIAL RELATIONSHIPS AND ELL FAMILIES | 100 | 5/6/2018 |
| 15 | DISCUSSION BOARD POSTINGS 6 | 100 | 5/9/2018 |
| 16 | PRESENTATION | 100 | 5/9/2018 |
| | TOTAL POINTS | 1600 | |

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- A = 1600-1440
- B = 1439-1220
- C = 1219-1120
- D = Below 1119

No grade of D is allowed in the Master's Degree.

LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

ASSIGNMENTS: Post all assignments on Blackboard in the appropriate area. Should there be a technical problem with Blackboard, please contact via my UTRGV e-mail first. Do not e-mail any assignments.

VIEWING GRADES IN BLACKBOARD

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

COMMUNICATION: Please communicate with me via my UTRGV e-mail (alejandro.garcia@utrgv.edu). I generally will reply within 24 hours of your email. Please refrain from using BlackBoard messaging system since I don't receive that on my cell phone.

RESPONSE TIME:

Generally, I will respond to emails within 1 or 2 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update grades each time a grading session has been complete—typically 4 days following the completion of an activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course. **IMPORTANT!** – Please do not hesitate to call or text me if you have a question. But, please do not text or call me after 9:00 PM.

[Blueprint for EDUL 6305 – Socio-Cultural Foundations](#)

Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom.

(III) *Are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;*

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving.

(I) *are committed to ensuring the success of the school,* (ELCC 6.3 - Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. *identify and anticipate emerging trends and issues likely to affect the school; *adapt leadership strategies and practice to address emerging school issues.)

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(II) *Motivate the school community by modeling a relentless pursuit of excellence;* (ELCC 4.1 - Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. *use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; * communicate information about the school within the community.)

(ELCC 4.2 - Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community. *identify and use diverse community resources to improve school programs.)

(III) *are reflective in their practice and strive to continually improve, learn, and grow;* (ELCC 4.1 - Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. *use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; * communicate information about the school within the community.)

(ELCC 4.3 - Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. *conduct needs assessments of families and caregivers; * develop collaboration strategies for effective relationships with families and caregivers; * involve families and caregivers in the decision-making processes at the school.)

(IV) *View unsuccessful experiences as learning opportunities; remained focused on solutions, and are not stymied by challenges or setbacks. If then a strategy fails, these principals analyze data, assess implementation and, talk to shareholders to understand what went wrong and how to adapt strategies moving forward;* (ELCC 4.1 - Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. *use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; * communicate information about the school within the community.)

Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations.

(I) *leverage school culture to drive improved outcomes and create high expectations;* (ELCC 2.1 - Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. *collaborate with others to accomplish school improvement goals; * incorporate cultural competence in development of programs, curriculum, and instructional practices; * monitor school programs and activities to ensure personalized learning opportunities; * recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; * facilitate the use of appropriate content based learning materials and learning strategies; * promote trust, equity, fairness, and respect among students, parents, and school staff.)

(II) *Establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;* (ELCC 1.1 - Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. *design and support a collaborative process for developing and implementing a school vision; * articulate a school vision of learning characterized by a respect for students and their families and community partnerships; * develop a comprehensive plan for communicating the school vision to appropriate school constituencies; * formulate plans to steward school vision statements.)

(III) *Establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;* (ELCC 2.1 - Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. *collaborate with others to accomplish school improvement goals; * incorporate cultural competence in development of programs, curriculum, and

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celebrate, and incorporate diversity in programs, curriculum, and instructional practices; * monitor school programs and activities to ensure personalized learning opportunities; * recognize, * promote trust, equity, fairness, and respect among students, parents, and school staff.)

(IV) *Focus on students' social and emotional development and help students develop resiliency and self-advocacy skills, and*

(V) *Treat families as key partners to support student learning, creating for two-way communication structures and regular updates on student progress. Regular opportunities exists for both family and the community to engage with the school and participate in school functions.*

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing throughout behavioral expectations throughout the building not only in their classrooms. Teachers regularly communicate with the families of their to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(i) *Shared vision of high achievement. The principal develops and implements a shared vision of expectations for students and staff.* (ELCC 1.1 - Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. *design and support a collaborative process for developing and implementing a school vision; * articulate a school vision of learning characterized by a respect for students and their families and community partnerships; * develop a comprehensive plan for communicating the school vision to appropriate school constituencies; * formulate plans to steward school vision statements.)

(ii) *Culture of high expectations. The principal monitors clear expectations for adult and student conduct and implements social and emotional support for students.* (ELCC 2.1 - Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. *collaborate with others to accomplish school improvement goals; * incorporate cultural competence in development of programs, curriculum, and instructional practices; * monitor school programs and activities to ensure personalized learning opportunities; * recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices; * facilitate the use of appropriate content based learning materials and learning strategies; * promote trust, equity, fairness, and respect among students, parents, and school staff.)

(iii) *Intentional family and community engagement. The principal engages families and community members in student learning.* (ELCC 4.1 - Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. *use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information; * communicate information about the school within the community.)

(iv) *Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical-being of staff and students.*

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| Week/ Module 1/17/18 | Principal Standards I, II, III, IV | Learning Objectives On completion of this instruction, students <i>will be able to:</i> 1. Exploring self, culture and the multicultural classroom | Learning Objectives On completion of this instruction, students <i>will be able to:</i> Assignment I: Cultural Autobiography Write a reflective paper that describes your cultural identity and the social and economic factors that have influenced your cultural identity. Submit in a Word document, Double-spaced, Size 12, Times New Roman font, only. Overall Purpose: It is assumed that during this course, you will engage in thoughtful self- examination of how you have been socialized into your own culture as well as an analysis about your own knowledge and beliefs about multicultural issues and topics. The purpose of this assignment is for you to use writing as a vehicle to synthesize your own thinking and growth. An essay (minimum of 5 pages) that examines your own personal perspectives related to race, ethnicity, gender, (dis)ability, language, class, religion, and sexual orientation. | Learning Activities What will students do (read, watch, discuss)? Read/View: Chapter 1 Foundations of Multicultural Education of Multicultural Education in a Pluralistic Society textbook Definitions of Multicultural Education website Multicultural Education in Your Classroom website | Learning Materials & Technology What will students need/use (textbook, website, software)? Multicultural Education in a Pluralistic Society (9th Edition) by Multicultural Education in a Pluralistic Society (9th Edition) ISBN- 10: 0137035098 ISBN-13: 978-0137035090 Definitions of Multicultural Education http://www.tameorg.org/defi- nitions_of_multicultural_e- ducation.php Multicultural Education in Your Classroom. http://www.teachhub.com/ multicultural-education- your-classroom |
|----------------------------|---|--|--|--|---|
| | | | | <p>Complete:</p> <p>1. Assignment #1- Cultural Autobiography (Reflection Paper) Due January 28, 2018</p> <p>Purpose: While we investigate issues related to diversity, we must come to understand ourselves and how our own perspectives have been socially constructed over time. People are not born into the world with opinions or judgments of "others", rather these opinions or judgments are "constructed" by both obvious and hidden messages in our environment. These messages occur in our cultural context or through our individual set of life experiences with our families, communities, schools, cultural messages, and media representations.</p> <p><i>Part I/Section I: Who Am I?</i></p> | |

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| <p>Family Background: Describe your family of origin. Discuss the ethnic/cultural history of your parents, grandparents, great-grandparents. What is the primary language, religion, race of your culture? Describe and critical examine your own background related to race, ethnicity, gender, (dis)ability, language, class, religion, and sexual orientation. Discuss your family/individual values, beliefs, goals regarding success/failure in life.</p> <ul style="list-style-type: none"> • Individual Identity: Who are you as a racially, gendered, classed, religious (etc.) person? With what groups do you now identify? (Ex: Social Class, Religion?) Do you identify with a characteristic of "difference"? In what way? <p>Identity Process: How have you come to know yourself in these ways? (Ex: how do you see yourself as a man or woman? How have you come to view religion and why?) What messages have you heard about these identities? (Ex: what do you believe you should be as a gendered man or woman?)</p> | <p><i>Part I/Section 2: Narrative of the World - My View of "Others"</i></p> <p>Life Experiences with "Difference": What generalized experiences have you had with people who are different from yourself? (Race, ethnicity, language, class, religion, gender, sexual orientation). Describe your upbringing regarding your neighborhood, community, school, church, clubs, courses, etc. What did these experiences teach you about people who are different from you? What messages have you heard or assumed about people who are different from you?</p> <p>Racial-Cultural Memory: Describe in detail a racial memory. Recount an incident that you had with another individual that stands out in your mind (race, ethnicity, language, class, gender, religion, sexual</p> |
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| | orientation, [disability]. This can be either a positive or negative experience. Why is this experience memorable? What effect has this experience had on my view of "others"? | |
| | My Beliefs about Cultural Differences: How do I explain cultural, behavioral, and socioeconomic differences between groups of people? How has my cultural background shaped my understanding of why there are these cultural differences between groups of people? | |
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| Week/ Module | Principal Standards | Learning Objectives On completion of this instruction, students will be able to: | Learning Objectives On completion of this instruction, students will be able to: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|---------------------------------|---|--|---|---|
| 2 1-24-17 | Standard 3 I, II, III, IV | <p>Cultural Diversity in the Classroom</p> <p>1. Evaluate the results of continuing racial and ethnic discrimination on communities and students.</p> <p>2. Develop strategies for affirming race and ethnicity in the classroom</p> | <p>Assignment 2: Student Case Study: Write a case study on a student enrolled in your class this school year that you have intentionally assisted to ensure that he/she experiences success in school. <i>The student's identity is to remain anonymous.</i> Provide responses to the following components and /or questions.</p> <p>a. Student Description and Background- Provide the student's grade level, age, gender, ethnicity, socio-economic status, cultural background, primary language, family and any other pertinent information that may help the reader know the student.</p> <p>b. Rationale - Why did you select this student?</p> <p>c. Strengths- What are the student's strengths and how will these strengths help him/her succeed in school? Cite research that supports how strengths will help student experience success.</p> <p>d. Needs - What are the student's needs - cognitive, affective, or psychomotor - and how may these needs be affecting his/her learning progress? Cite research that supports how needs may help be affecting student's progress.</p> <p>e. Interventions - Describe the interventions – preventive, supportive, and/or corrective - you have provided to assist the student. Cite research that supports effectiveness of interventions provided.</p> <p>f. Results - Indicate results of interventions you provided.</p> <p>g. Reflection - Write a reflection describing what you have learned from this experience? What would you do differently? How has this experience affected your learning expectations and beliefs?</p> | <p>Read/View: Chapter 2 Ethnicity and Race in Multicultural Education in a Pluralistic Society textbook</p> <p>How Important Is Cultural Diversity at Your School? http://www.greatschools.org/plk/articles/cultural-diversity-at-school/</p> <p>Complete: Assignment 2: Student Case Study Due Feb. 4, 2018</p> | <p>Multicultural Education in a Pluralistic Society (9th Edition) by Multicultural Education in a Pluralistic Society (9th Edition) ISBN-10: 0137035098 ISBN-13: 978-0137035090</p> |

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| Week / Module | Principal Standards | Learning Objectives On completion of this instruction, students will be able to: | Learning Objectives On completion of this instruction, students will be able to: | What will students do (read, watch, discuss)? | Learning Activities | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|----------------|---------------------------------|---|--|--|--|--|
| 3 1/31/2018 | Standard 3 I, II, III, IV | Celebrating Diversity Research, Identify and explain at least 2 effective strategies implemented at your school to acknowledge, recognize, and/or celebrate contributions that parents and community members make to help attain your school's vision and goals. Be sure to include in your explanation why they are effective strategies | Assignment 3 Research, Identify and explain at least 2 effective strategies implemented at your school to acknowledge, recognize, and/or celebrate contributions that parents and community members make to help attain your school's vision and goals. Be sure to include in your explanation why they are effective strategies | Read/View: Chapter 11 (Education that is Multicultural) Chapter 6 (Exceptionality) Celebrating Diversity to Support, Student Success SEDL website | 88 Ways to Celebrate Diversity Month pdf Inclusive School Week: Celebration Ideas Guide pdf Complete Assignment 3 by 2/11/18 | Celebrating Diversity to Support, Student Success SEDL website http://www.sedl.org/pubs/sedletter/v14n02/4.html 88 Ways to Celebrate Diversity Month pdf Inclusive School Week: Celebration Ideas Guide pdf Inclusive School Week: Celebration Ideas Guide http://www.sbbthelols.org/wp-content/uploads/2016/06/2016-Celebration-Guide.pdf |

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| Week/ Module | Principal Standards | Learning Objectives On completion of this instruction, students will be able to: |
|-----------------|--------------------------|---|
| 4 2/7/18 | Standard 3 I, II, III | The Cultural Proficiency Continuum Students will research, describe, create example One scenario for each of "The Cultural Proficiency Continuum" definitions developed from Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003) posted on Blackboard in the assignment |

| Week/ Module | Principal Standards | Learning Objectives On completion of this instruction, students will be able to: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|--------------------------|--|---|---|
| 4 2/7/18 | Standard 3 I, II, III | Assignment #4 Research, describe, create one example scenario for each of "The Cultural Proficiency Continuum" definitions developed from Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003) posted on Blackboard in the assignment | Read/View: Assignment #4 Research, describe, create one example scenario for each of "The Cultural Proficiency Continuum" definitions developed from Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003) posted on Blackboard in the assignment Cultural Proficiency Definitions pdf Increasing One's Cultural Proficiency article pdf Complete Assignment 7 due by 2/18/18 | Cultural Proficiency: Tools for Secondary School Administrators pdf found on Blackboard https://www.wisconsinbpinetwork.org/assets/files/Southeast%20Region/Nov2015/Cultural%20Proficieicy.pdf Cultural Proficiency Definitions pdf Increasing One's Cultural Proficiency article pdf Definitions pdf on Blackboard https://res.instructure.com/courses/797875/files/29797768/download?wrap=1 Increasing One's Cultural Proficiency article pdf on Blackboard http://www.nationalforum.com/Electronic%20Journal%20V20/Volumes/Battenger,%20Julia%20Increasing%20Ones%20Cultural%20Proficiency%20NFMJ%20V10%20NJ%202013.pdf |

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|-----------------|---------------------------------|--|--|--|--|
| 5 2/14/17 | Standard 3 I, II, III, IV | Culturally Responsiveness Identify and analyze various ways to measure student learning culture of the school with the aid of parental involvement | Discussion Board 1: Using research, discuss, respond and cite: (Be sure to post your response and respond to 2 other classmates) | Read/View: Chapters 4 Gender & 8 Religion of Multicultural Education in a Pluralistic Society | Multicultural Education in a Pluralistic Society (9th Edition) Culturally Responsive Instruction http://inclusiveschools.org/category/resources/cultural-response-instruction/ Creating Culturally Responsive Parent Engagement Responsive Parent Engagement http://www.idra.org/IDRA_Newsletter_November_2008_Englightened_Public_Policy/Creating_Culturally_Responsive_Parent_Engagement/ The Iceberg of Concept of Culture pdf Complete: Discussion Board 1 (Be sure to post and respond to 2 other classmates by 2/25/2018) |

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|-----------------|--------------------------------|--|--|---|--|
| 6 2/21/18 | Standard 4 V, I, III, IV | The Power structure of the socio-economic status and culture Explain the power structure of the socio-economic status. Discuss how this structure can influence the results to promote continuous school improvement | Discussion Board 2 : Using research, discuss, respond and cite: (Be sure to post your response and respond to 2 other classmates) | Read/View: Chapter 3 Class and Socioeconomic status of Multicultural Education in a Pluralistic Society Complete: Discussion Board 3: (Be sure to post your response and respond to 2 other classmates by 3/4/18) | Multicultural Education in a Pluralistic Society (9th Edition) by Multicultural Education in a Pluralistic Society (9th Edition) ISBN-10: 0137035098 ISBN-13: 978-0137035090 |

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|-----------------|--------------------------------|---|---|--|---|
| 7 2/28/18 | Standard 4 V, I, III, IV | Parental involvement as part of the campus culture. Identify and analyze various ways to measure student learning culture of the school with the aid of parental involvement <ol style="list-style-type: none"> 1. Barriers or challenges of interactions of language and ethnic minority families / schools 2. strategy to engage parents and community members 3. effective family- school partnership 4. strategies/activities to promote understanding of and appreciation for the students' culture and home environment | Assignment 5: Using research, discuss and cite the dimensions of parental involvement as part of the campus culture. (Students, please respond to emerging issues and trends that will aid in the development of your Vision Implementation Plan. Points to consider: Racial differences, Ethnic group differences, Confronting racism, and students of lower socio-economic status and Limited English Proficiency.) | Read/View: Chapter 17 Communities, Families, and Educators Working Together for School Improvement of Multicultural Education: Issues and Perspectives, 9th Edition (see PDF file on BlackBoard) Two dimensions of parental involvement: What affects parental involvement in dual language immersion (see PDF file on BlackBoard) | Multicultural Education: Issues and Perspectives, 9th Edition: Edition 9 by James A. Banks and Cherry A. McGee Banks Principal's Role in Encouraging Family Involvement https://www.youtube.com/watch?v=qdAOQGBf0Af8&list=PL_dQ3yvpl8yCQnT1rPXY1rSi4lmesk2O |

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|-----------------|---------------------------------------|--|--|--|---|
| 8 3/7/18 | Standard 3 & 4 V, I, III, IV | Creating a campus culture that sets high expectations The student will describe and discuss a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff, includes parents and other members of the community and responds appropriately to the diverse needs of individuals within the community. | Assignment 6: Using research, discuss and cite the following: <ol style="list-style-type: none"> Identify and describe the most effective strategy implemented in your school or district to engage parents and community members in promoting high learning expectations. Identify and describe the most effective family-school partnership implemented at your school. Share how it promotes student success. What strategies/activities may schools implement to promote staff's understanding of and appreciation for the students' culture and home environment? | Read/View: Chapter 16 School Reform and Student Learning. A Multicultural Perspective in Issues and Perspectives, 9th Edition (see PDF file on BlackBoard) | Multicultural Education in a Pluralistic Society (9th Edition) by Multicultural Education in a Pluralistic Society (9th Edition) ISBN-10: 0133035098 ISBN-13: 978-0133035090 Building and Sustaining School Culture http://www.youtube.com/watch?v=GYCYJigKKRc Epstein's Framework of Six Types of Involvement https://www.latnoliteracy.com/joyce-epstein-framework-six-types-parent-involvement/ https://www.sps186.org/downloads/module/fam_cresource/q2/p16/six-types-of-involvement/ https://www.sps186.org/downloads/table/3049/6TypesJ.Epstien.pdf http://go.sfsu.edu/education/parent/involve.aspx |

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| Week/ Module | Principal Standards | Learning Objectives On completion of this instruction, students <i>will be able to:</i> | Learning Objectives On completion of this instruction, students <i>will be able to:</i> | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|---------------------------------------|---|---|--|--|
| 9 3/7/2017 | Standard 3 & 4 V, I, III, IV | Positive school culture The student will discuss creating a positive school culture, the campus leader's role and ways to assess a school culture | Discussion Board 3 Using research, discuss, respond and cite: (Be sure to post your response and respond to 2 other classmates) <ol style="list-style-type: none"> 1. What is a positive school culture? Why is it important? 2. What is the principal's role in creating a positive school culture? 3. What are some measures that may be used to assess school culture? | Read/View: Creating a Positive School Culture website https://www.natesn.org/sites/default/files/resources/1/Principals/2008/S.O_p42.pdf Complete: Discussion Board 3 due by 4/1/18 | Multicultural Education in a Pluralistic Society (9th Edition) https://schoolleadersnow.wecareteachers.com/g-ways-build-positive-school-culture-now/ https://www.wecareteachers.com/10-guaranteed-ways-to-build-positive-school-culture/ http://www.advance-ed.org/source/building-strong-school-cultures-through-intensified-leadership/ http://www.weareteachers.com/downloadable-guide-for-how-to-improve-your-school-culture/ |

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| Week/ Module | Principal Standards | Learning Objectives On completion of this instruction, students will be able to: | Learning Objectives On completion of this instruction, students will be able to: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|---------------------------------------|---|--|---|---|
| 10 3-21-18 | Standard 3 & 4 V, I, III, IV | Demographic data Students will write a summary of their school's demographic and student performance data. | Assignment #7: Examine and write a summary of your school's demographic and student performance data. The demographic data should include total student enrollment plus enrollment by ethnicity, English Language Learners, economically disadvantaged students, and special education students. Other demographic data may be included. | Read/View: Texas Education Agency website links https://tea.texas.gov/stude ntreport/ | Texas Education Agency https://tea.texas.gov/Studen tTestingandAccountabi lity/Testing/Testing/ https://rpisvrl.tea.texas.g ov/perfreport/tapr/2017/index.html |

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|-----------------|---------------------------------------|---|---|--|--|
| 11 4/4/18 | Standard 3 & 4 V, I, III, IV | Campus Vision and goal development process. The student will discuss a campus vision and goals that focus on teaching and learning. | Discussion Board 4 : Using research, discuss, respond and cite: (Be sure to post your response and respond to 2 other classmates) 1. Discuss at least two actions to take to engage stakeholders in the vision and goal development process. | Read/View: Creating a Campus Vision website How to write a Vision Statement video Developing a Vision and a Mission website | Developing a Vision and a Mission http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx How to write a Vision Statement https://www.youtube.com/watch?v=vSPvXCKaw0Q Back to Basics: How to Make Stakeholder Engagement Meaningful for Your Company pdf Engaging Stakeholders: Including Parents and the Community to Sustain Improved Reading Outcomes pdf Complete: Discussion Board 4 by 4/15/18 |

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|-----------------|---------------------------------------|--|---|---|--|
| 12 4/11/18 | Standard 3 & 4 V, I, III, IV | Vision Implementation Plan The student will develop a Vision Implementation Plan in which objectives and strategies to implement the campus vision are clearly articulated and the contributions of students, staff, parents, and community members are acknowledged and celebrated. | Assignment # 8 Based upon your current campus Vision/Mission Statement develop a Vision Implementation Plan in which objectives and strategies to implement the campus vision are clearly articulated and the contributions of students, staff, parents, and community members are acknowledged and celebrated. | Read/View: Vision Development and Implementation (strategic) Plan website http://www.commu-nityschools.org/resources/building-a-vision-and-strategy-plan.aspx | Complete: Assignment 8 due by 4/22/18 |

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| Week/ Module e | Principal Standards | Learning Objectives | On completion of this instruction, students will be able to: | Learning Objectives | On completion of this instruction, students will be able to: | Learning Activities | What will students do (read, watch, discuss)? | Learning Materials & Technology | What will students need/use (textbook, website, software)? |
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| 13 4/18/18 | Standard 3 & 4 V, I, III, IV | Trust | The student be able to discuss the importance of building trust in collegial/collaborative school culture | Discussion Board 5: Using research, discuss, respond and cite: (Be sure to post your response and respond to 2 other classmates) | 1. Why is trust so important to building collegial/collaborative relations? 2. What must principals do to build trust? 3. How does a collegial/collaborative school culture affect school improvement efforts? 4. How may collegial/collaborative relationships created at schools be extended to diverse populations to enhance the school to family connection? | Read/View: Building Trust with Schools and Diverse Families (PDF found on Blackboard) | Building Trusting Relationships for School Improvement (PDF found on Blackboard) | Building Trusting Relationships for School Improvement | http://www.ode.state.or.us/opportunities/grants/saelp/trustinwiel.pdf |

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| Week/ Module | Principal Standards | Learning Objectives | Learning Objectives On completion of this instruction, students will be able to: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|--------------------------------|---|--|---|--|
| 14 4/25/18 | Standard 3 V, I, III, IV | Collegial relationships and effective collaboration of faculty and ELL families | <u>Assignment 9</u> | Read/View: Chapter 7 Language of Multicultural Education in a Pluralistic Society | English Language Learners – Trends and Myths http://www.youtube.com/watch?v=0JYh5x5D5Y |

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| Week/ Module | Principal Standard s | Learning Objectives On completion of this instruction, students <i>will be able to:</i> | Learning Objectives On completion of this instruction, students <i>will be able to:</i> | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|--|---|--|---|--|
| 15 5/2/18 | Emerging social or economic issue/trends and the diverse needs of learners | <p>Discussion Board 6: Using research, discuss, respond and cite: (Be sure to post your response and respond to 2 other classmates)</p> <p>1. Identify one emerging social or economic issue/trend and explain how it impacts what schools do to address the diverse needs of learners affected by that issue/trend.</p> <p>2. As a principal, what do you envision doing to create a learning environment responsive to the issue/trend identified?</p> | <p>Read/View: Chapter 10 of Multicultural Education in a Pluralistic Society</p> <p>School Climate Survey Suite website</p> <p>School Climate Survey for Students grades 7 – 12 website</p> | <p>Complete: Discussion Board 6 by 5/9/18</p> | <p>School Climate Survey Suite https://www.phisapps.org/Resources/SWJS_n20Pdliations/School%20Climate%20Survey%20Suite%20Manual.pdf</p> <p>School Climate Survey for Students grades 7 – 12 http://www.edu.gov.on.ca/eng/schools/schools/survey7to12.pdf</p> |

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Revised 1-9-18

| Week/ Module | Principal Standards | Learning Objectives On completion of this instruction, students will be able to: | Learning Objectives On completion of this instruction, students will be able to: | Learning Activities What will students do (read, watch, discuss)? | Learning Materials & Technology What will students need/use (textbook, website, software)? |
|-----------------|------------------------|--|---|---|---|
| 16 5/9/18 | The Youth Culture | Student Presentations of Discussion Board 6 posting | Read/View: Chapter 10 (The Youth Culture) | | Multicultural Education in a Pluralistic Society (9th Edition) by Multicultural Education in a Pluralistic Society (9th Edition) ISBN- 10: 01337035098 ISBN-13: 978-01337035090 |

SYLLABUS

College of Education and P-16 Integration
Department of Organization & School Leadership
Course Syllabus
EDUL 6391.01R Practicum
For Principal Certification - Spring 2018

UTRGV Course: EDUL 6391.02R Practicum in the Principalship (PRACTICUM)

Professor/Supervisor:
Dr. Alejo Salinas, Jr.

Term: Spring 2018

Telephone: Cell: 956-219-5785
Office: 956-665-7444

Meeting Times: 4:40 P.M on assigned days

Location: TSTC UC RM 126 Harlingen

Office Hours: By appointment only due to the numerous observation visits I have to conduct.

Required Textbook and/or Resource Materials:

Electronic documents/ Forms: EDUL 6391 Syllabus/ Expectations, Core Activity Log Spread sheet, and Observation forms.

State Board of Education Certification (SBEC) Website Principal TExES Preparation Manual #068 at: <http://texas.ets.org/>

Course Description:

A field based course/practicum in which students practice competencies and theories acquired as they assume responsibilities associated with the principalship and middle management positions in public schools. This course requires a minimum of 160 hours of field experience. Students must have received credit for the Pre-Practicum Course and passed the TExES Principal Exam to be eligible to register for this Practicum course.

Pre-Requisite:

Students enrolled in the Practicum must have completed the required Pre-Practicum course and passed the TExES Exam. **TEA Compliance** Students are expected to complete all TEA Compliance requirement forms and Practicum course objectives which are part of the Principal Certification process.

Principal Standards:

(a) Purpose. The standards include, indicators, knowledge, and skills identified in chapter 149 shall be used to align with the training, appraisal, and professional development of principals. The indicators and knowledge and skills will be provided to the student as part of the course syllabus.

(b) Standards.

- (1) Standard 1—Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
- (2) Standard 2—Human Capital. The principal is responsible for ensuring there are high quality teachers and staff in every classroom.
- (3) Standard 3—Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- (4) Standard 4—School Culture. The principal is responsible for establishing and implementing a shared vision and culture high expectations for all staff and students.
- (5) Standard 5—Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

These standards, indicators and knowledge and skills will be aligned with the field activities which are needed in the required electronic log, the observations and other course assignments.

Student Learning Outcomes (SLOs)

Assessment Measure: The TExES Licensure exam's purpose is to measure the requisite knowledge and skills that a principal in Texas public schools must possess. The test is a requirement for candidates seeking a Principal certificate. The content covered by this state test is organized into broad areas of content called domains. Each domain covers one or more of the standards for this field. Within each domain, the content is further defined by a set of competencies. The Principal test contains the following domains and competencies (001-009). The Domains include Domain I – School Community Leadership, Domain II – Instructional Leadership, Domain III – Administrative Leadership.

Student Learning Outcome (#1):

SLO 1: Students will demonstrate school community leadership by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Measurable Criteria for Success:

1. SLO is measured by 2 assessments—1) Principal TEXES Licensure Exam and 2) Principal Practicum Evaluation completed by campus supervisors. Domain I scores on the Principal TEXES Licensure Exam specifically assess SLO 1. Standards 1, 4, 5 and 6 of the principal practicum evaluation specifically assess SLO 1.
2. An achievement target is 80%. 240 or above on Domain I—80% to meet a 240 or above for the Domain I score.

Student Learning Outcome (#2):

SLO 2: Students will demonstrate effective instructional leadership through facilitating the design and implementation of curricula and instructional programs that enhances student learning; designing and implementing comprehensive professional growth plans and evaluation processes; and by applying effective organizational and problem solving skills to ensure an effective learning environment.

Measurable Criteria for Success:

SLO 2 is measured by 2 assessments—1) Principal TEXES Licensure Exam and 2) Principal Practicum Evaluations completed by campus supervisors. Domain II scores on the Principal TEXES Licensure Exam specifically assesses SLO 2. Standard 2 of the principal practicum evaluation specifically assesses SLO 2.

1. Achievement target is 80%. 240 or above on Domain II—80% to meet a 240 or above for the Domain II score.

Student Learning Outcome (#3):

SLO 3: Students will demonstrate administrative leadership by applying effective management principles into campus budgeting, personnel, resource utilization plans, technology use, physical plan and other support systems to ensure an effective and sage learning environment.

Measurable Criteria for Success:

1. SLO 3 is measured by 2 assessments—1) Principal TEXES Licensure Exam and 2) Principal Practicum Evaluations completed by campus supervisors. Domain III scores on the Principal TEXES Licensure Exam specifically assesses SLO 3. Standard 2 & 5 of the principal practicum evaluation specifically assesses SLO 3.
2. Achievement target is 80%. 240 or above on Domain III—80% to meet a 240 or above for the Domain III score.

Alignment of Course Learning Objectives to State Standards

| <i>Course Learning Objectives</i> | <i>Program SLOs</i> | <i>Texas Principal Standards</i> | <i>Texas Principal Standards, Knowledge & Skills and Principal Indicators</i> |
|-----------------------------------|---------------------|----------------------------------|---|
| 1 | 1, 2, 3 | 1, 2, 3, 4, 5 | I-5; (I)-(IV); (i)-(v) |
| 2 | 1, 2, 3 | 1, 2, 3, 4, 5 | I-5; (I)-(IV); (i)-(v) |
| 3 | 1, 2 | 1, 4, 5 | (I) (ii) (iii); 4 (i); 5 (i) (iii) |
| 4 | 2 | 1, 2, 3, 4, 5 | I-5; (I)-(IV); (i)-(v) |
| 5 | 1, 2, 3 | 1, 2, 3, 4, 5 | I-5; (I)-(IV); (i)-(v) |
| 6 | 1, 2, 3 | N/A | I-5; (I)-(IV); (i)-(v) |
| 7 | 1 | 3, 4 | (3)(iii) |
| 8 | 1, 2, 3 | 1, 2, 3, 4, 5 | I-5; (I)-(IV); (i)-(v) |
| 9 | N/A | N/A | N/A |

Course Learning Objectives:

1. Students enrolled in the Practicum course will have passed the TExES Exam at 100% proficiency level.
2. Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5)
3. Given a campus improvement project by the mentor to organize and manage, the student will write an executive summary of the project and produce a power point presentation of the project with 80% proficiency based on a rubric.
4. Students will organize and complete three observations for a total of 135 minutes of selected field activities to include agendas as part of the pre-conferences and written reflections as part of the post-conferences with 80% accuracy based on the observation form and rubrics.
5. Students will plan and complete three assessment conferences with their mentor to review student progress on the Principal State Standards using the log of field activities, the observation forms to determine student growth, and areas of need to develop a professional improvement plan.
6. The mentor will complete a Student Assessment instrument on the Practicum field activities accomplished based on the State and ELCC Principal Standards to assess the growth of the Practicum student at the end of the semester; students will earn a proficiency level of 80% or above. This item is not required for this semester.
7. Students will communicate and work with the campus mentor and university field supervisor weekly to engage in appropriate coaching and advisement activities to complete the Practicum course requirements based on the Coaching-Communication form/rubric.
8. Students will complete all course expectations based on the State Principal Standards, university requirements and TEA Principal Certification Compliance rules and submit all required certification-related forms with 100% proficiency based on a given checklist/rubric.
9. Students will create/upload an electronic file (TK-20) of University-required documents for certification and accreditation compliance purposes with 100% proficiency based on a given checklist/rubric. This item will not be required for this semester.

Department Requirements- Semester Practicum Course

Pre-requisite for EDUL 6391: Compete the Pre-Practicum Course and Pass the TExES exam.

I. Field work - Log 160 hours – TEA Principal Certification Compliance Component

Electronic Log- All Students will keep an electronic log of 160 hours of a variety of core leadership activities that reflect the Principal Standards and tasks in which the student is engaged throughout the practicum. That variety, noted as categories listed below are recommended.

| | |
|---|--|
| 1. Campus Plan/ Vision Activities | 10. Participate in Special Projects |
| 2. Dialogues w/Mentor & administrators | 11. Policy & Document Reviews (Discipline, safety, |
| 3. Discuss and Study Budgets, School Safety Audits, | 12. Presentations/ Trainings conducted |
| 4. Engage in Curriculum, Instruction, & | 13. Shadowing administrators |
| 5. Event Coordination & Management | 14. Student Discipline- related activities |
| 6. General Administrative Tasks | 15. Student Instructional Committees (LPAC, ARDS, |
| 7. General Supervision (Max 10hrs.) | 16. Study and engage in crisis management plan |
| 8. Interviews of key administration/ staff | 17. Trainings attended |
| 9. Key Campus & District Meetings | 18. Walkthroughs & Mock Appraisals |

It is strongly recommended that students undertake additional hours (170-180 hours).
All students are REQUIRED to complete the following specific field activities:

- Study, lead 504, LPAC, GT Committees. (1, 2)
- Analyze and engage in school safety audit. (1, 4)
- Study and engage in crisis management plan activities. (4)
- Study and engage in campus plan and vision activities. (1, 4, 5)
- Lead data-related work sessions for school improvement. (1, 5)
- Study, discuss, budgets with mentor. (5)
- Study teacher evaluation documents and shadow mentor in informal evaluation processes. (2)
- Engage in activities focused on curriculum and instructional strategies for diverse learners. (4, 5)
- Work with mentor on a school improvement project identified at entry conference. (3)
- Work with PLCs and Teacher Trainings. (2, 3)
- Plan and Conduct Parent Trainings and Community Engagement Activity (4)

All activities will be aligned to State Principal Standards and are also covered during completion of special project. This school improvement project will be jointly identified by mentor and student and must be documented. Student will also develop an executive summary and a PowerPoint presentation of this project to be submitted on the final class. Additional varied activities may be undertaken to complete the 160 log hours. This log is to be shared with mentor on an on-going basis, and submitted to Field Supervisor every 3 weeks.

Note: Students may also accumulate as many hours as possible starting in the Pre-Practicum class as long as they follow procedures and documentation as outlined by the Pre-Practicum University Professor.

Deliverables: Electronic log of 160 hours of a variety of core activities aligned to the State Standards; the final official log will be signed by the student, the mentor, and the University Field Supervisor and submitted to the University Practicum Professor who in turn submits it to the department.

The following criteria will be used to grade your activity log: 40 points total

| CRITERIA - LOG | |
|---|---------|
| All Standards should be addressed within the 160 hour entries of leadership activities in final log | 40 pts. |
| Activity correlation to the State principal standards and indicators should be correct | 20 pts. |
| Description of Activities & Projects should be clear and specific | 10 pts. |

A more specific rubric for log development will be provided to assist you in completing logs with 80% or above accuracy.

II. Observations

The Practicum Student will be observed by the University Field Supervisor at three different times performing administrative/leadership activities related to the project or other activity approved by the mentor. The three observations will be for a total of 135 minutes. The first observation will include the student's presentation of the Semester Practicum Plan that the student and the Mentor develop together prior to the Student's Presentation. This presentation will be observed and assessed by the University Field Supervisor.

The student will submit an agenda prior to the observation which will serve as part of the pre-conference activity. The University Field Supervisor will document the observable activity, complete the document form, and conduct a post-conference with the student; the student will submit a written reflection after each observation. A copy of the observation form will be signed by the student, mentor, and University Field Supervisor. This form will be submitted to the Department of Organization and School Leadership at the conclusion of the Practicum. All parties will keep a file of signed observation documents. The observation form will serve as the rubric to assess the student during the observation. The field activities observed are aligned to State Principal Standards.

III. Coaching & Communication Form

This form is required by the TEA certification office. It needs to be completed during the semester to document all communication between Intern and University Field Supervisor. This includes email, phone, pre-and post-conference meetings, and Field Supervisor assistance.

Deliverables: Signed completed observation forms, agendas, and reflections.

LETTER GRADE:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

Grading (Aligned to Course Objective as noted in this syllabus)

- | | |
|---|-------------|
| 1. Electronic Log and Project Log/Activities (Obj - #2-9) | 40% |
| 2. 3 Observations completed, agendas and reflections (Obj #4) | 20% |
| 3. Completion of TEA and UTRGV required forms | 10% |
| 4. Coaching & Communication Form (Obj #1,7,8,9) | 10% |
| 5. Project Executive summary & PowerPoint presentation (Obj #2,3) | 10% |
| 6. Student, Mentor, & University Field Supervisor Conferences, (Obj #5, 6, 9) | 10% |
| Total | 100% |

Note: 1.) All Students enrolled in course passed the TExES Exam as noted in objective #1.

2.) Grading percentages include creating an electronic file which the student uploads to TK-20. (If applicable in 2018-2019)

3.) Class attendance is mandatory in order to meet course expectations as noted in objectives 2-9.

UTRGV University Policies

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD :

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Spring 2018 Module 1 February 14 – February 20
Spring 2018 Module 2 April 11 – April 17
Spring 2018 (full semester) April 11 – May 2

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. This course uses a reduced class seating format and requires a strict attendance policy with no more than one absence in the semester.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS :

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date.

Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES: Recommended on all syllabi.

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

SPRING 2018
Spring 2018 Term (January 16 – May 10)**Oct. 30 (Mon.) Registration Begins****Jan. 10 (Wed.) Payment Due****Jan. 12 (Fri.) Waitlist Ends****Last day to withdraw (drop all classes) and receive a 100% refund****Jan. 15 (Mon.) Martin Luther King Jr. Holiday. No classes.****Jan. 16 (Tues.) Spring classes begin****Jan 19 (Fri.) Last day to add a class or register for Spring classes****Jan. 22 (Mon.) Last day to withdraw (drop all classes) and receive an 80% refund****Jan. 29 (Mon.) Last day to withdraw (drop all classes) and receive a 70% refund****Feb. 5 (Mon.) Last day to withdraw (drop all classes) and receive a 50% refund****Jan. 31 (Wed.) Census Day (last day to drop without it appearing on the transcript)****Feb. 12 (Mon.) Last day to withdraw (drop all classes) and receive a 25% refund****Mar. 12 – Mar. 17 (Mon. – Sat.) Spring Break. No classes****Mar. 30 – Mar. 31 (Fri. – Sat.) Easter Holiday. No classes.****April 12 (Thurs.) Last day to drop a class (grade of DR) or withdraw (grade of W)****May 3 (Thurs.) Study Day. No classes.****May 4 – 10 (Fri. – Thurs.) Final Exams****May 11 – 12 (Fri. – Sat.) Commencement Exercises****May 14 (Mon.) Grades Due at 3 p.m.**

University of Texas - Rio Grande Valley
COLLEGE OF EDUCATION
Department of Organization & School Leadership
EDUL 6391 Principal Practicum Course

EDUL 6391.02R- Principal Practicum Course Outline and Expectations

| WEEK 1: Jan. 23 | LEARNING OBJECTIVES: (1) Students enrolled in the Practicum course will have passed the TExES Exam at 100% proficiency level. (8) Students will complete all course expectations based on the Principal Standards, university requirements and TEA Compliance rules and submit all required certification-related forms with 100% proficiency based on a given checklist/rubric. | ASSESSMENT: Organized binder of orientation materials and submission of required forms. | LEARNING ACTIVITIES: Orientation for Practicum requirements to include syllabus, deliverables, certification requirements, forms, benchmark dates, FERPA form Professor will review the practicum requirements and expectations. Students review and completes all required department forms -Code & Ethics -FERPA -Dispositions -Commitment Forms -Letters of Agreement Student selects a field mentor and completes related form. | LEARNING MATERIALS & TECHNOLOGY: Packet that includes syllabus, forms, policies, and certification requirements. <u>Submit documents according to your professors' timelines and due dates.</u> Homework: Completed Alignment Form of Standards, field activities, and standard analysis chart. Due Class 2. <u>Practice alignment of field-based activities based on Principal Standards 1-5, knowledge and skills and indicators.</u> |
|--------------------|--|--|--|--|
| | | | | |

| WEEK 2: Jan. 30 Class | LEARNING OBJECTIVES: (8) Students will complete all course expectations based on the Principal Standards, university requirements and TEA Compliance rules and submit all required certification-related forms with 100% proficiency based on a given checklist/rubric. | ASSESSMENT: Preliminary agenda for observation #1 and identification of preliminary field-based project. | LEARNING ACTIVITIES: Orientation continued: students will be trained in log documentation, pre-post observation process based on field project. | LEARNING MATERIALS & TECHNOLOGY: Principal Standards Alignment Chart and Analysis Chart. | ASSIGNMENTS & DUE DATES: Submit required permission letters and mentor Commitment Form. |
|-----------------------------|---|---|---|---|---|
| | | | <p>Professor Lecture:</p> <p>Student expectations and principal standards will be explained and aligned to log activities, observations, and project.</p> <p>Development of preliminary observation agenda #1.</p> <p>Group activities: review samples of completed forms: logs and agendas;</p> <p>Brainstorm field-based projects and log activities and observation.</p> <p>(2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5)</p> <p>(4) Students will organize and complete three forty-five minute observations to include agendas as part of the pre-conferences and written reflections as part of the post-conferences</p> | <p>Samples of completed forms, logs, agendas, calendar of practicum activities. Standards and Indicator Document.</p> <p>Homework #1: Work on log of activities.</p> <p>Submit 5 August log entries for class discussion.</p> <p>Student Activity: Share and discuss homework – Principal Standards/Alignment Charts</p> <p>Homework #2: Preliminary Observations 1 schedule and potential observation activity</p> | |

| WEEK 3: Feb. 6 Class | LEARNING OBJECTIVES: (2)Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | ASSESSMENT: Updated and corrected log and agenda for observation #1 based on the rubric components. | LEARNING ACTIVITIES: The student will submit updated log of field activities. <u>Professor Lecture</u> 1. Discussion and development of planning calendars and the observation scheduled – Dates Sept. 15 – Oct. 12 2. Professor explains procedures for individual conferences for week 6 to focus on Log reviews & projects and coaching to provide appropriate feedback and corrections. 3. Professor reviews the log rubric and models how to use rubric and analyze activities. 4. Professor discusses the agenda development process and conducts guided practice as students develop their agendas. | LEARNING MATERIALS & TECHNOLOGY: UTPA Ed Leadership Website: Syllabus/Electronic log Standards and Indicator Document. | ASSIGNMENTS & DUE DATES: Continue work on field activities and project Work on log of activities. <u>Observation #1</u> Prepare and organize agendas and all materials for Observation 1. Finalize observation schedule. Submit final observation schedule and agendas for feedback to Supervisor by Sept. 20. |
|-----------------------------------|--|--|--|--|--|
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| WEEK 4 & 5: If this class is a Reduced “R” Class time course (EDUL 6391R- Practicum), then you have to do half face to face classes and half online classes with online activities | LEARNING OBJECTIVES: (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | ASSESSMENT: Completed observation form and updated log. | LEARNING ACTIVITIES: The student prepares for and conducts observation #1 activity and/or work on project and field activities (Supervisor conducts mentor training) | LEARNING MATERIALS & TECHNOLOGY: Observation form Agenda Calendar. Principal Standards and Indicator Document. | LEARNINGS & DUE DATES: Continue work on field activities and project. Update log. |
|--|--|--|--|---|--|
| <u>Online</u> <u>Feb. 13 &</u> <u>20</u> <u>-----</u> <u>Observation</u> <u>#1-</u> <u>Feb. 13 –</u> <u>Mar. 3</u> | <p>(4) Students will organize and complete three forty-five minute observations to include agendas as part of the preconferences and written reflections as part of the post conferences with 80% accuracy based on the observation form and rubrics.</p> | | | | |

| WEEK 6: Feb. 27 | LEARNING OBJECTIVES: (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | ASSESSMENT: Agenda. | LEARNING ACTIVITIES: <u>Focus of Individual Conferences</u> (Feb. 16 - 28) Professor will discuss planning calendar/activities, logs, agendas, projects and Communication-Coaching Form and rubrics and provide feedback during individual conferences. | LEARNING MATERIALS & TECHNOLOGY: Correlation of Standards to field-based activities. | ASSIGNMENTS & DUE DATES: Work on log of activities and project activities. |
|---------------------------|--|-----------------------------------|---|--|--|
| | | | | | |

| WEEK 7: Mar. 6 Class | LEARNING OBJECTIVES: (2)Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | ASSESSMENT: Correlated log activities aligned to Principal Standards. | LEARNING ACTIVITIES: Class Supervisor leads review and discussion of Principal Standards as compared to TExES Competencies from Pre-Practicum. | LEARNING MATERIALS & TECHNOLOGY: Logs; Principal Standards Document | ASSIGNMENTS & DUE DATES: Update log. Submit final agendas for observation #2 and finalize schedule by week 8. Submit Logs and Observation 1 reflections. - Feb. 28 Observation Agenda. Coaching-Communication Forms |
|----------------------------|--|--|---|--|---|
| | | | | | |

| Week 7 | LEARNING OBJECTIVES: | ASSESSMENT: | LEARNING ACTIVITIES: | LEARNING MATERIALS & TECHNOLOGY: | ASSIGNMENTS & DUE DATES: |
|-----------------------|--|---|--|--|--|
| Mar. 6 (Cont.) | <p>(3) Given a campus improvement project by the mentor to organize and manage, the student will write an executive summary of the project and produce a powerpoint presentation of the project with 80% proficiency based on rubric.</p> <p>(7) Students will communicate and work with the campus mentor and university field supervisor weekly to engage in appropriate coaching and advisement and activities to complete the Practicum course requirements based on the Coaching-Communication form/rubric.</p> <p>(5) Students will plan and complete three assessment conferences with their mentor to review student progress on the Principal Standards using the log of field activities, the observation forms and the Practicum Assessment Instrument to determine student growth, areas of need to develop a professional improvement plan.</p> | (No Assessments for #3 and 7 or this time; only a draft is developed for class practice and discussion and for homework assignment) | <p>Homework: Development of executive summary of project. (Draft) and conducting mentor conferences on Student Assessment Instrument.</p> <p>Mentor Conference Form – Student Assessment</p> | <p>Student Presentations:</p> <ul style="list-style-type: none"> - Group Sharing of drafts of Coaching – Communication Form - Group Mentoring sections of the executive summary of project <p>Professor Lecture</p> <ul style="list-style-type: none"> • Conducting conferences to review logs, observations, and practicum assessment Instrument content. • March 6 – 10 schedule of conferences finalized. | <p>Draft #1 Executive Summary of Project – Due Mar. 21</p> <p>Executive Summary Outline/Rubric</p> <p>Communication and Coaching Form/ Rubric</p> <p>Completion Mentor of Conference document on student assessment and Reflection Due – Mar. 21</p> |

| WEEK 8 & 9 | LEARNING OBJECTIVES: | ASSESSMENT: | LEARNING ACTIVITIES: | LEARNING MATERIALS & TECHNOLOGY: | ASSIGNMENTS & DUE DATES: |
|---|--|--|---|--|---|
| Online Mar. 20 & 27 | (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | Updated log Completed Observation Form Agendas. | Alignment of log activities to standards and indicators. Submission of Agendas-Observation 2 planned and conducted. Preparing/ Participation in Observation #2 Finalize schedule for observation 2 and begin observations March 7 – 24 | Electronic Log. Standards Document. | Update log. Due – Mar. 21 Observation agenda #2 due – Mar. 7 – 16 Continue writing in school improvement project. |
| Observation 2 Schedule Mar. 6 – 31 | (4) Students will organize and complete three forty-five minute observations to include agendas as part of the preconferences and written reflections as part of the postconferences with 80% accuracy based on the observation form and rubrics. | Project Executive Summary (Draft) Due – Mar. 21 | Students work on updated logs (Jan, Feb, Mar.) observation 2 agendas, student assessment conferences, form. of CIP (Mar. 7 – 21) | Student Practicum Assessment Conference form due – Mar. 21 | Spring Break |

| WEEK 10: Class Apr. 3 | LEARNING OBJECTIVES: (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | ASSESSMENT: Updated log Completed Observation Form Agendas, Executive Summary (Draft), Student Practicum Assessment Conference Forms. | LEARNING ACTIVITIES: Alignment of log activities to standards and indicators. Submission of Agendas-Observation 2 planned and conducted. Preparing/ Participation in Observation #2 Class Presentation/ Sharing - Executive Summaries of School Projects - Log Activities - Coaching & Communication Forms | ASSIGNMENTS & DUE DATES: Update log. Observation agenda Project work Complete Coaching and Communication Form – Due Mar. 28 Executive Summary of Project – Due (Draft) Student Assessment Conference Form – Due Mar. 21 Professor Lecture - Presentation rubric of Projects and review of sample projects - Student Assessment Process & document - Coaching & Communication Form development |
|-----------------------------|---|--|--|--|
|-----------------------------|---|--|--|--|

| WEEK 10: (Cont.) | LEARNING OBJECTIVES: | ASSESSMENT: | LEARNING ACTIVITIES: | LEARNING MATERIALS & TECHNOLOGY: | ASSIGNMENTS & DUE DATES: (See previous page.) |
|----------------------------|--|--|---|---|--|
| Apr. 3 Class (Cont.) | (3) Given a campus improvement project by the mentor to organize and manage, the student will write an executive summary of the project and produce a PowerPoint presentation of the project with 80% proficiency based on a rubric. (7) Students will communicate and work with the campus mentor and university field supervisor weekly to engage in appropriate coaching and advisement and activities to complete the Practicum course requirements based on the Coaching-Communication form/rubric. (6) The mentor will complete a Student Assessment instrument based on the principal standards to assess the growth of the Practicum student at the end of the semester; students will earn a proficiency level of 80% or above. | Project Executive Summary – Draft Completed Coaching & Communication Form Mentor Conference Form on Student Assessment | Review all homework assignments in discussion groups: - Projects and Executive Summaries - Communication and Coaching Form - Mentor Conference/ reflections of Student Assessment Instrument (Form) - Updated logs | Materials: - Project Executive Summary (Drafts) - Coaching & Communication Form - Mentor Conference Form on Student Assessment | |

| WEEK 11: Apr. 10 Online Observation #3- Apr. 10- 28 | LEARNING OBJECTIVES: (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | AGENDA LOGS ASSESSMENT: Updated log Completed Observation Form Agendas. Communicating/ Coaching Form (Draft) | LEARNING ACTIVITIES: Student continues completing field activities and alignment of log activities to standards and indicators. Students prepare for Observation #2/ conducts preconference. | LEARNING MATERIALS & TECHNOLOGY: Principal Standards and Indicator s chart Document Log of Activities. | ASSIGNMENTS & DUE DATES: Updated log/ Submit log. Student Assessment Documents – Conference 3 due – Apr. 4 Communicating/ Coaching Form Due (Draft) |
|--|---|--|--|--|--|
|--|---|--|--|--|--|

| WEEK 12: | LEARNING OBJECTIVES: Apr. 17 Class | ASSESSMENT: Observation #3- Apr. 10-21 | LEARNING ACTIVITIES: Professor Lecture: | LEARNING MATERIALS & TECHNOLOGY: | ASSIGNMENTS & DUE DATES: |
|----------|--|--|--|---|---|
| | | | <ul style="list-style-type: none"> - Updated log Completed Observation Form Agendas. - Setting observation #3 and agendas - Review & Discuss procedure for conducting mock teacher appraisals for observation #3 - Discuss Rubric for project PPT & presentation <p>Group Discussion Activity</p> <ul style="list-style-type: none"> - Communication/ Coaching Form - CIP Project Samples | <ul style="list-style-type: none"> - Log of Activities. - Student Assessment Documents/ Conference Form. - Observation 3 Mock Teacher Evaluation Packet. | <ul style="list-style-type: none"> - Updated log/ Submit log. - Student Assessment Documents – Conference 3 due – Apr. 18/ 25 |

| WEEK 13 & 14: Apr. 24 & May 1 Online | LEARNING OBJECTIVES: (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | ASSESSMENT: Updated logs - Jan, Feb, Mar. Project – Executive Summary & PPT Completed Observation Form Agendas. | LEARNING ACTIVITIES: Student continues work on project execution summaries, PPT using rubric; continued updating of logs. Students prepare for observation #3 activities. Students continue work on field activities. | LEARNING MATERIALS & TECHNOLOGY: CIP Project – Executive Summary rubric CIP Project – PPT Presentation rubric Observation #3 agendas Electronic Logs | ASSIGNMENTS & DUE DATES: |
|---|---|---|---|---|-------------------------------------|
| | | | | | |

| WEEK 15: (Cont.) | LEARNING OBJECTIVES: (5) Students will plan and complete three assessment conferences with their mentor to review student progress on the Principal Standards using the log of field activities, the observation forms and the Practicum Assessment Instrument to determine student growth, areas of need to develop a professional improvement plan. | ASSESSMENT: Mentor Conference Form | LEARNING ACTIVITIES: Completed checklist of all course and TEA requirements Due. | LEARNING MATERIALS & TECHNOLOGY: Completed/Signed Forms: - Mentor – Completed Student Assessment Instrument - TK – 20 Documents | ASSIGNMENTS & DUE DATES: - All completed forms due. - Upload TK – 20 Documents (If Applicable). - Prepare for PPT Presentations for Week 16 – Final Exam Week (Continuation). |
|-----------------------------|---|--|---|---|--|
| May 8-11 (Cont.) | | Mentor – Completed Student Assessment Instrument | Coaching & Communication Form | (7) Students will communicate and work with the campus mentor and university field supervisor weekly to engage in appropriate coaching and advisement and activities to complete the Practicum course requirements based on the Coaching - Communication form/rubric. | (8) Students will complete all course expectations based on the Principal Standards, university requirements and TEA Compliance rules and submit all required certification-related forms with 100% proficiency based on a given checklist/rubric. |

| FINALS EXAM WEEK: | LEARNING OBJECTIVES: | ASSESSMENT: | LEARNING ACTIVITIES: | LEARNING MATERIALS & TECHNOLOGY: | ASSIGNMENTS & DUE DATES: |
|--|--|--------------------------------------|--|--|---|
| Exit Conferences /Final Exams May. 8 – 11 | (2) Students will complete and submit field-based activities and align those activities to the Principal Certification standards, indicators, and knowledge and skills as part of the TEA-required 160 log hours, with 80% proficiency based on a rubric using the electronic log. (Standards 1-5) | Completed log and observation forms. | Review and submission of completed TEA forms and observation forms with supervisor and electronic signed official log. | All TEA forms and completed observation forms. | Final log signed by student and mentor. |

| FINAL EXAM WEEK: Exit Conferences /Final Exams | LEARNING OBJECTIVES: (5) Students will plan and complete three assessment conferences with their mentor to review student progress on the Principal Standards using the log of field activities, the observation forms and the Practicum Assessment Instrument to determine student growth, areas of need to develop a professional improvement plan. | ASSESSMENT: Mentor Conference Form | LEARNING ACTIVITIES: Completed checklist of all course and TEA requirements Due. | LEARNING MATERIALS & TECHNOLOGY: Completed/Signed Forms: - Mentor – Completed Student Assessment Form - Coaching & Communication Form TK – 20 Documents | ASSIGNMENTS & DUE DATES: - All completed forms due. - Upload TK – 20 Documents (If Applicable). |
|---|--|--|---|---|---|
| May. 8–11 (Cont.) | | Mentor – Completed Student Assessment Instrument | Coaching & Communication Form | (7) Students will communicate and work with the campus mentor and university field supervisor weekly to engage in appropriate coaching and advisement and activities to complete the Practicum course requirements based on the Coaching-Communication form/rubric. (8) Students will complete all course expectations based on the Principal Standards, university requirements and TEA Compliance rules and submit all required certification-related forms with 100% proficiency based on a given checklist/rubric. | Completed Course & TEA Requirements |

| FINAL EXAM WEEK: | LEARNING OBJECTIVES: | ASSESSMENT: | LEARNING ACTIVITIES: | LEARNING MATERIALS & TECHNOLOGY: | ASSIGNMENTS & DUE DATES: |
|---|--|-------------------------|--|----------------------------------|--|
| Exit Conferences /Final Exams May. 8 – 11 (Cont.) | (9) Students will create/upload an electronic file of University-required documents for certification and accreditation compliance purposes with 100% proficiency based on a given checklist/rubric. (3) Given a campus improvement project by the mentor to organize and manage, the student will write an executive summary of the project and a powerpoint presentation of the project with 80% proficiency based on a rubric. | TK – 20 Electronic File | Upload required TEA and Dept. Forms to TK – 20 System. | TK – 20 online documents. | Complete Practicum student folder; submit all work/ forms due. |

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EDUL 6310.02 ORGANIZATIONAL LEADERSHIP
Summer Session II, 201718

COURSE: EDUL 6310.02 ORGANIZATIONAL LEADERSHIP

INSTRUCTOR: DR. ROBERTO ZAMORA

TERM: SUMMER SESSION II, 201718

MEETING TIMES: TUESDAYS AND THURSDAYS; 12:00 – 5:15 PM

MEETING LOCATION: DONNA HIGH SCHOOL LIBRARY

TELEPHONE: (O) 956-665-7831 (C) 956-458-5754

EMAIL: ROBERTO.ZAMORA@UTRGV.EDU

OFFICE LOCATION: EDUO 1.606

OFFICE HOURS: FRIDAYS 9:30 AM - 12:30 PM

Blackboard: http://portal.uipa.edu/uipa_main/daa_home/clit_home

Required Text: Green, R. L. (2013). *Practicing the Art of Leadership: A problem-based Approach to Implementing the ISLLC Standards*. Boston, MA: Pearson ,
4th Edition

Recommended Readings:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Additional Readings as provided by instructor

Additional materials will be provided through Blackboard

COURSE DESCRIPTION AND PREREQUISITES

Course Description: This course examines effective instructional approaches and programs used in schools. It explores critical issues specific to curriculum, innovative instructional methods, and the role of educators as school leaders. Additionally, the course focuses on the development of educators as leaders in assessment, research and evaluation. Applicable laws, policies, and regulations will be emphasized.

Prerequisites: No prerequisites have been identified for this course.

College of Education and P-16 Integration Requirements:

- A Tk20 account is required of all students in the College of Education and P-16 Integration. Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration's assessment system.
- Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTRGV excellence.

ALIGNMENT OF COURSE OBJECTIVES TO NATIONAL AND STATE STANDARDS

PROGRAM SLOs

Student Learning Outcome (#1): Students will be able to demonstrate knowledge and skills necessary to plan strategically, create responsive learning organizations, lead schools, and manage change effectively through data decision making.

Assessment Measure: The SLO will be assessed using criteria developed by the department faculty. A rubric will be used to evaluate student performance on the Department's Comprehensive Exam for each of the areas in SLO #1.

Measurable Criteria for Success:

Each semester 90% of students enrolled in EDUL 6300, 6350, and 6310 will demonstrate competency in the respective course content at the 80% mastery level as determined by the professor of record using a department approved knowledge and skills question and scoring rubric.

College of Education and P-16 Integration Requirements:

- A Tk20 account is required of all students in the College of Education and P-16 Integration. Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration's assessment system.
- Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB. Please remember that your response to these surveys is critical to UTRGV excellence.

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COURSE OBJECTIVES

| Course Objective | Learning Objectives | IT LAN Standards | IT Network Protocols | IT Network Security | IT Network Management |
|------------------|---------------------|------------------|----------------------|---------------------|----------------------------------|
| 1 & 2 | 1 | 3 | (B) (i) | V | 2.1, 3.4, 4.1 (iii) |
| 3 & 4 | 1 | 2 | | | 1.3 & 2.3 (v) |
| 5 & 6 | 1 | 3 | (B) (ii) | | 1.3 & 2.3 (v) |
| 7 & 8 | 1 | 3 | (B) (iii) | | 5.2 & 6.3 (ii) |
| 9 & 10 | 1 | 4 | (A) (i), (B) (ii); | | 2.1, 4.3, 4.4, 5.2, & 5.5 (I) |
| 11 & 12 | 1 | 5 | (V) | | 3.1, 3.2 & 3.4 (V) |
| 13 & 14 | 1 | 5 | (B) (iv) | | 3.1, 3.2 & 3.4 (V) |

TECHNICAL REQUIREMENTS

COMPUTER HARDWARE

To access Blackboard Learn, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

STUDENT TECHNICAL SKILLS

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachment

SOFTWARE

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe's Flash Player & Reader plug-in (latest version).
- Apple's QuickTime plug-in (latest version).
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV's Blackboard Support):

BROWNSVILLE CAMPUS

Location: Rustieberg Hall Room 108
Phone: 956-882-6697 or 956-882-6792
Monday –Friday 7:30AM –6:00PM

EDINBURG CAMPUS

Location: Education Building Room 2.202
Phone: 956-665-5327
Monday –Friday 7:30AM –6:00PM

Course Organization & Online Tools

COURSE STRUCTURE

The course is organized into seven weeks of instruction, as outlined in the Calendar of Activities below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams. Some weeks have a video or power point presentation to highlight important segments of the week's topic, however, this narrated power point lectures do not replace reading assignments. Depending on the topic, a guest speaker will be invited to share with the group personal experiences and/or district initiatives and expectations regarding a specific topic. An End Product is required for this course for completion during Week Seven. To accomplish this product on a timely basis, students will need to allocate time each week to successfully complete all the components of the End Product – Assignment / Assessment 8, District and Campus Collaboration Strategies

Note: Most materials used in conjunction with the course are subject to copyright protection.

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.
Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available _____. Students who complete their evaluations will have priority access to their grades.

ENROLLMENT IN THE COURSE:

If your name does not appear on the class roster by the class day indicated on the University calendar, you will be dropped from the class. It is your responsibility to check with the Office of Admissions and Records to ensure that you are properly enrolled

Attendance Requirements

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. All absences will be considered by the instructor based on extenuating circumstances on a case by case basis. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit of the course, the instructor may drop the student from the class with a grade of "D/F".
More than 1 absence - will drop you a letter grade.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an

examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

- Plagiarism will not be tolerated and a grade of "F" will be assigned for the course should this occur.
- Plagiarism of written online discussions will not be tolerated and a grade of "F" will be assigned for the course should this occur. For example, a student shall not copy the written responses of another student for their own use for a discussion board.

COPYRIGHT INFORMATION:

Unauthorized photocopying of copyrighted works may be unlawful and may infringe on the copyright of the copyright only. Federal law subject to appropriate disciplinary actions as well as those civil remedies and criminal penalties provides students in possession of unauthorized duplications of copyright materials.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus.

The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

CEP PROGRAM POLICIES

Field Experiences
Enrollment in this course may require that the student have field experience. The field experience will be defined in the learning activities as posted on the weekly modules.

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College of Education and P-16 Integration Requirements

Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

GRADING POLICIES AND ASSIGNMENTS

Assignments

All assignments should be typed and submitted in APA (American Psychological Association) form on or before the assigned due date. APA is most commonly used to cite sources within the social sciences. There are many resources available on the web in addition to the 6th edition of the APA manual. A useful site is: <http://owl.english.purdue.edu/owl/resource/560/01/>

The assignments ask you to assess and/or synthesize the materials you have been assigned to read. Synthesizing involves abstracting from the reading the essential points relating them to each other around some central theme. Grading will be based principally upon how well the essential points have been located and how well they have been analyzed and integrated.

Always save a copy of what of the work you submit. Assignments submitted past the due date will be deducted 10 points per day submitted late. Assignments will not be accepted after being 3 days late.

Evaluation and Grade Assignment

Grading will be based on the written assignments

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Ten (10) points will be deducted for each day an assignment is submitted late.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Response Time

Generally, I will respond to emails within 1 or 2 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update grades each time a grading session has been complete—typically 5 days following the completion of an activity due date. You will see a visual

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indication of new grades posted on your Blackboard home page under the link to this course. IMPORTANT! – Please do not hesitate to call or text me if you have a question. But, please do not text or call me after 10:00 PM.

Student Expectations

1. **DO NOT BE ABSENT!** *More than 1 unexcused absence - will drop you a letter grade.*
2. Turn in assignments on time. Late assignments will be accepted WITH MY APPROVAL up to 48 hours. Assignments submitted after that time period will receive no points.
3. Students must submit assignments to Blackboard or as instructed.
4. The final exam will be YOUR Curriculum Planning Framework.
- 5.

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

ASSIGNMENTS / ASSESSMENTS

Unless indicated otherwise in Weekly materials, you will submit all assignments to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Assignments / Assessments, Due Dates, and Possible Points per Assignment/Assessment

| Date Due | Time | Assignments / Assessments | Points |
|-----------------|----------|---|------------|
| Sunday, July 9 | 11:59 pm | 2. Professional Organizations / PLCs | 100 |
| Friday, July 14 | 11:59 pm | 4. Green's Ten Steps for Improving Instruction | 100 |
| Monday, July 17 | 11:59 pm | 6. Personal Leadership Philosophy & Beliefs | 100 |
| Friday, July 21 | 11:59 pm | 8. Four Dimensions of Leadership and Communications | 100 |
| Monday, July 24 | 11:59 pm | 10. Assessing and Enhancing School Culture & School Climate | 100 |
| Friday, July 28 | 11:59 pm | 12. Interpersonal Relations, Trust and Ethics | 100 |
| Tuesday, Aug 1 | 11:59 pm | 14. District & Campus Collaboration Strategies | 100 |
| | | Total Points | 700 |

COURSEWORK PRESENTATIONS:

A variety of teaching and learning strategies will be used during the course. Instructional strategies may include lectures, group discussions/presentations, guest speaker presentation/discussions, cooperative learning groups, case studies and discussion of current field based issues. Assignments will be related to field based experiences

GRADING POLICIES:

Quizzes will be administered each session (except Session 1) on to the Textbook Chapter assigned for the Module to be studied that session. (Total of 6 quizzes, 10 points per quiz - 60 points)

Assignments will be on a 100 point scale for a total of 700.

Overall it is possible for you to earn total of 760 points.

- A = 684 -760 points
- B = 608 < 684 points
- C = 532 < 608 points
- F = Less than 532 points (Below 70%)

LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. 10 points will be deducted per day for late submissions.

VIEWING GRADES IN BLACKBOARD

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

RESPONSE TIME:

Generally I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update grades each time a grading session has been complete—typically 4 days following the completion of an activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

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WEEKLY COURSE SCHEDULE

| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students <i>will be able to:</i> | Assessment (Column B) To demonstrate learning students <i>will:</i> | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|--|---|--|--|--|---|
| Principal Standards for Week One: Standard 2-Human Capital; ELCC Standards 2.1, 3.4, 4.1 <i>Effective executive leaders:</i> (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. | | | | | |
| 1 July 6 | Objective 1 Students will identify and explain the main concepts of Participative Leadership Theory Distributive Leadership Theory and Facilitative Leadership Theory with at least 80% proficiency based on a rubric to be provided. | Discussion Board 1 Students will identify and explain at least 3 key concepts common to participative, distributive, and facilitative leadership theories. | Required Readings: Read Chapter 4 Organizational Influences on Leadership in R. L. Green's textbook. Powerpoint Chapter 4. Organizational Influences on Leadership in R.L. Green's Textbook | Textbook Read Chapter 4 Organizational Influences on Leadership in R. L. Green's textbook. Powerpoint Chapter 4. Organizational Influences on Leadership in R.L. Green's Textbook | Articles 1. On Schools as Learning Organizations: A Conversation with Peter Senge by John O'Neill in Self Renewing Schools, Vol. 52, Number 7, pages 20-23, (April, 1995) http://patriciajhanks.volasite.com/resources/Senge.pdf 2. Systems Thinking and the Learning Organization by Fred C. Lunenberg 3. Looking Both Ways Through the Windows of School Reform by Lloyd Raines, 2009 4. Professional Learning Communities: Professional Development that Improve Instruction by the Annenberg Institute for School Reform 5. Harnessing the Power of PLCs by Richard DuFour |
| | Objective 2 The students will identify and explain the components of Senge's Learning Organization and explain how implementation of professional learning communities will provide leadership opportunities for teachers and staff with at least 80% proficiency based on a rubric to be provided. | Assessment 1 Students will write a 1500 -1800 words essay that identifies and explains the five components of Senge's Learning Organization and explains how implementation of professional learning communities will provide leadership opportunities for teachers and staff and staff. | Assignment /Assessment 1 Date Due: Sunday, July 9 at midnight | | |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|--|--|---|--|--|
| 1 July 6 | On completion of this instruction, students will be able to: | To demonstrate learning students will: | What will students do (read, watch, discuss)? | <p>Learning Activities</p> <p>Creating professional learning communities marked by collaboration, extended leadership opportunities, courageous dialogue, and an authentic focus on learning is of primary importance to school leaders.</p> <p>Learning Activity 1.1</p> <p>Students will construct and post, for review and feedback from other students, a matrix that identifies and explains main concepts of Participative Leadership Theory, Distributive Leadership Theory and Facilitative Leadership Theory.</p> <p>Discussion Board 1</p> <p>Assessment 1</p> <ol style="list-style-type: none"> Identify and explain the main concepts of participative leadership theory. Identify and explain the main concepts of distributive leadership theory. Identify and explain the main concepts of facilitative leadership theory. <p>Learning Activity 1.2</p> <ol style="list-style-type: none"> Read assigned readings pertaining to PLCs. | <p>What will students need/use (textbook, website, software)?</p> <p>4. Professional Learning Communities: Professional Development that Improve Instruction by the Annenberg Institute for School Reform http://annenberginstitute.org/sites/default/files/product_270/files/ProfLearning.pdf</p> <p>5. Harnessing the Power of PLCs by Richard DuFour in <i>Educational Leadership</i>, Volume 71, Number 8 p. 30-35 May 2014</p> <p>6. Launching Professional Learning Communities: Beginning Actions SEDL Austin, Texas, 2000 http://www.sedl.org/change/issues/issues81/issues-8.1.pdf</p> <p>7. Co-Developers: Partners in a Study of PLCs SEDL Austin, Texas, 2000 http://www.sedl.org/change/issues/issues82/issues-8.2.pdf</p> <p>8. Implementing Effective PLCs SEDL, Austin, Texas, 2014 http://www.sedl.org/insights/2_3/Implementing_effective_professional_learning_communities.pdf</p> <p>9. Professional Learning Communities: Communities of Continuous Inquiry and Improvement, S.M. Hord, SEDL</p> |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 11

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|--------------------|--|--------------------------------|--|--|---|
| 1 July 6 | On completion of this instruction, students will be able to: | | To demonstrate learning students will: | <p>b. Identify and explain Senge's five disciplines of a Professional Learning Organization.</p> <p>c. Examine how the five disciplines/components are implemented at your school.</p> <p>d. Determine how implementation of PLCs (consider each discipline) provides leadership opportunities for teachers and staff.</p> | <p>Assignment / Assessment 1</p> <p>Write and submit a 1500 -1800 words essay that identifies and explains the five components of Senge's Learning Organization and explains how implementation of professional learning communities will provide leadership opportunities for teachers and staff.</p> |

SYLLABUS

| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|--|---------------|---|--|---|---|
| Principal Standards for Week Two: Standard 3--Executive Leadership: ELCC Standards 1.3 & 2.3 Effective executive leaders: V) keep staff inspired and focused on the end goal as they support effective change management; | | | | | |
| 2 | July 11 | Objective 3 Students will identify, explain three strategies / processes (provide at least one example of each) that their school leader(s) use to build capacity for implementing change at their school with at least 80% proficiency based on a rubric to be provided. | Discussion Board 2 Utilizing R. L. Green's Ten Steps process, students will identify and explain three strategies / processes being used at their school to build capacity for implementing change plus. | Required Readings Chapter 8 Instructional Leadership and Change in R. L. Green's textbook | Textbook Chapter 8 Instructional Leadership and Change in R. L. Green's textbook |
| | | Objective 4 Students will utilize R.L. Green's Ten Steps for Improving Instruction to assess their school's processes for improving instruction, students will create a table/chart that depicts (a)the 10 steps, (b) steps implemented well, (c) steps needing attention, and (d) at least 1 strategy for addressing each step that needs attention. | Assignment 2 Utilizing R.L. Green's Ten Steps for Improving Instruction to assess their school's processes for improving instruction, students will create a table/chart that depicts: (a) the 10 steps, (b) steps implemented well, (c) steps needing attention, and (d) at least 1 strategy for addressing each step that needs attention. | Learning Activities As instructional leaders, principals are expected to create professional learning communities and keep staff inspired and focused on student achievement as they build capacity and support for change. This requires assessing current status, defining a desired future, and creating conditions necessary for implementing planned | Powerpoint Chapter 8. Instructional Leadership and Change: The Change Process for Systems, Organizations, and Individuals, R.L. Green's Textbook. Articles 1.Managing Change: The Role of the Change Agent by Fred C. Lunenberg in the International Journal of Management, Business, and Administration, Volume 13, Number 1, 2010 http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg%20Fred%20C.%20Managing%20Change%20The%20Role%20of%20Change%20Agent%20IJMBA%20V13n1ON1%202010.pdf 2.Forces for and Resistance to Organizational Change by Fred C. Lunenberg in National Forum of Educational Administration and Supervision Journal, Volume 7, Number 4, 2010 http://www.nationalforum.com/Electro |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|---------------|--|--|--|--|
| 2 July 11 | | On completion of this instruction, students will be able to: | To demonstrate learning students will: | <p>What will students do (read, watch, discuss)?</p> <p>instructional change. R. L. Green posits Ten Steps for Improving Instruction.</p> <p>Learning Activity 2.1 Using strategies for building capacity explained in Green's textbook, pages 236-241 and in articles provided, identify three strategies implemented at your campus to build capacity for change.</p> <p>Discussion Board 2 Identify and explain three strategies school leaders/processes (provide at least one example of each) that their school leader(s) use to build capacity for implementing change.</p> <p>Learning Activity 2.2 Students will share and discuss Green's Ten Steps for Improving Instruction with their school leader(s) to assess their school's processes for improving instruction. Based on discussion(s) held, students will create a table/chart that depicts (a) the 10 steps, (b) steps implemented well, (c) steps needing attention, and (d) at least 1 strategy for addressing each step that needs attention.</p> | <p>What will students need/use (textbook, website, software)?</p> <p>http://www.nickols.us/four_strategies.pdf</p> <p>http://nic020Journal020Volume1Lunenbur020Fred020C020Forces020For020and020Resistance020to020Change020NFEASJ020V270N490202010.pdf</p> <p>3.Four Strategies for Managing Change by Fred Nickols (2016) http://www.nickols.us/four_strategies.pdf</p> |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|---------------|--|--|--|---|
| 2 | July 11 | On completion of this instruction, students will be able to: | To demonstrate learning students will: | What will students do (read, watch, discuss)? | What will students need/use (textbook, website, software)? |
| | | | | <p>Assignment/Assessment 2</p> <p>Utilizing R.L. Green's Ten Steps for Improving Instruction to assess their school's processes for improving instruction, students will create and submit a table/chart that depicts:</p> <ul style="list-style-type: none"> (a) the 10 steps, (b) steps implemented well, (c) steps needing attention, and (d) at least 1 strategy for addressing each step that needs attention. | <p>Textbook Chapter 2 Establishing a Framework for Leadership in R.L. Green's Textbook</p> <p>Chapter 3. Contemporary Theories and Approaches to School to Leadership in R. L. Green's textbook</p> <p>Powerpoint Chapter 2. Establishing a Framework for Leadership: Characterizing Effective Leaders</p> <p>Articles R.L. Greens Leadership Framework Provided in Resources Tab</p> |

Principal Standards for Week Three:

Standard 3-Executive Leadership; ELCC Standards 5.2 & 6.3

Effective executive leaders:

- (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

Objective 5

Students will explain three reasons why understanding their leadership style and three reasons why understanding their educational philosophy is important for enhancing their leadership effectiveness with at least 80% proficiency based on a rubric to be provided.

Assessment 3

Using R.L. Green's Leadership Framework as a reference, students will write and submit their personal:

- (a) philosophy of education,
- (b) philosophy of leadership,
- (c) vision for learners,
- (d) vision for teachers,

Students will use R.L. Green's Leadership Framework to write their: (a) personal philosophy of education, (b) philosophy of leadership, (c) vision for learners, (d) vision for teachers,

Required Readings

Chapter 2
Establishing a Framework for Leadership in R.L. Green's Textbook

Chapter 3. Contemporary Theories and Approaches to School to Leadership in R. L. Green's textbook

Powerpoint
Chapter 2. Establishing a Framework for Leadership: Characterizing Effective Leaders

Articles
R.L. Greens Leadership Framework provided in Resources Tab

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|--|--|--|--|--|
| 3 July 13 | On completion of this instruction, students will be able to: | (d) vision for teachers, (e) vision for the organization, (f) vision for professional growth, and (g) method for vision attainment with at least 80% proficiency based on a rubric to be provided. | To demonstrate learning students will: | <p>What will students do (read, watch, discuss)?</p> <p>Assignment / Assessment 3 Date Due: Monday, July 17 at midnight</p> <p>(e) vision for the organization, (f) vision for professional growth, and (g) method for vision attainment.</p> | <p>What will students need/use (textbook, website, software)?</p> <p>Learning Activities A school leader's personal philosophy, vision, and beliefs influence the leadership behaviors and practices used to acquire support of his/her followers. Knowledge of personal philosophy, vision, and beliefs is imperative since these drive leadership practices that empower the total school.</p> <p>Learning Activity 3.1 Read Chapter 2. Based on the explanation of leadership and leadership theories provided on pages 25- 44 self- reflect on the following questions.</p> <ol style="list-style-type: none"> 1. What leadership theory best describes your leadership style? Why? 2. What is your educational philosophy? 3. How might your leadership philosophy foster or hinder implementation of your educational philosophy? <p>Discussion Board 3 Explain three reasons why understanding your leadership style and three reasons why understanding your educational philosophy is important for enhancing your</p> |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|---|--|--|
| 3 July 13 | | | <p>Learning Activity 3.2 Read R.L. Green's Leadership Framework. Reflect on your current philosophy, vision and beliefs pertinent to each component of the Leadership Framework. Write and submit your responses for each component. The components that must be addressed follow:</p> <ul style="list-style-type: none"> (a) philosophy of education, (b) philosophy of leadership, (c) vision for learners, (d) vision for teachers, (e) vision for the organization, (f) vision for professional growth, and (g) method for vision attainment. <p>Assignment/Assessment 3</p> <p>Using R.L. Green's Leadership Framework as a reference, students will write and submit their personal:</p> <ul style="list-style-type: none"> (a) philosophy of education, (b) philosophy of leadership, (c) vision for learners, (d) vision for teachers, (e) vision for the organization, (f) vision for professional growth, and (g) method for vision attainment | | |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|---|---------------|---|---|--|--|
| Principal Standards for Week Four: Standard 3--Executive Leadership; ELCC Standards 5.2 & 6.3 Effective executive leaders: (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes. | | | | | |
| 4 July 18 | | Objective 7 Students will identify and explain the importance of R.L. Green's Four Dimensions of Leadership with at least 80% proficiency based on a rubric to be provided. | Discussion Board 4 Students will identify and discuss the importance of R.L. Green's Four Dimensions of Leadership. | Required Readings Chapter 3. Contemporary Theories and Approaches to School to Leadership in R. L. Green's textbook | Textbook Chapter 3. Contemporary Theories and Approaches to School to Leadership in R. L. Green's textbook |
| | | Objective 8 With at least 80% proficiency based on a rubric to be provided, students will write and submit a 1500 words essay that responds to the following questions pertaining to the Four Dimensions of Leadership and Communication. | Assessment 4 With at least 80% proficiency based on a rubric to be provided students will write and submit a 1500 words essay that responds to the following questions pertaining to the Four Dimensions of Leadership and Communication. <ol style="list-style-type: none"> 1. Which dimension would you consider to be your greatest strength? Why? 2. Which dimension would you consider to be your greatest challenge? Why? 3. What three actions are you willing to take to address the dimension that is your greatest challenge? Why? 4. What communication strategies would you use (explain why) to seek feedback from Faculty/staff, students, and parents? Provide at least one per group of stakeholders. | Powerpoint Chapter 3. Contemporary Theories and Approaches to School to Leadership: A Conversation about Theories Informing Effective Leadership, R. L. Green's textbook | Powerpoint Chapter 3. Contemporary Theories and Approaches to School to Leadership: A Conversation about Theories Informing Effective Leadership, R. L. Green's textbook |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|---------------|--|--|---|--|
| 4 | July 18 | On completion of this instruction, students will be able to: | To demonstrate learning students will: | What will students do (read, watch, discuss)? | What will students need/use (textbook, website, software)? |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|--|--|--|
| 4 July 18 | | | <p>of Leadership.</p> <p>Learning Activity 4.2.</p> <ol style="list-style-type: none"> 1. Read Chapter 3, pages 59 – 61. 2. Based on your readings, do a self-assessment that addresses your current level of development as it pertains to Green's Four Dimensions of Leadership provided below. (1). Understanding Self and Others (2). Understanding the Complexity of Organizational Life (3). Building Bridges Through Development (4). Engaging in Leadership and Best Practices. <p>2. Read Chapter 5.</p> <p>Create an organizational chart of your district and school.</p> <p>Identify communication strategies used by the principal to seek feedback from faculty/staff, students, and parents?</p> <p>Determine how communication strategies are used to provide feedback regarding personal and organizational effectiveness.</p> <p>Determine how communication strategies used affect relationships and trust levels.</p> | | |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|---|--|--|
| 4 July 18 | | | <p>Assignment/Assessment 4 Based on your readings and self-assessment respond to the following questions.</p> <ol style="list-style-type: none"> 1. Which dimension would you consider to be your greatest strength? Why? 2. Which dimension would you consider to be your greatest challenge? Why? 3. What three actions are you willing to take to address the dimension that is your greatest challenge? Why? 4. What communication strategies would you use (explain why) to seek feedback from faculty/staff, students, and parents? Provide at least one per group of stakeholders. <p><i>Submit organizational chart with assignment.</i></p> | | |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | To demonstrate learning students will: | Assessment (Column B) | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|---|---|---|--|--|--|--|
| Principal Standards for Week Five: Standard 4--School Culture; ELCC Standards 2.1, 4.3, 4.4, 5.2, & 5.5 Effective culture leaders: (1) leverage school culture to drive improved outcomes and create high expectations; | | | | | | |
| 5 July 20 | Objective 9 With at least 80% proficiency based on a rubric to be provided, students will define school culture and school climate plus describe how each influences the teaching practices and learning expectations at their school. | Discussion Board 5 Students will define organizational culture and organizational climate, describe at least two ways how each influences the teaching practices and learning expectations at their school. | Required Readings Chapter 4 Organizational Influences on Leadership in R.L. Green's textbook Read leadership theories, concepts, principles and/or behaviors and their implications for improving school culture and school climate. | Powerpoint Chapter 4 Organizational Influences on Leadership, R.L. Green's textbook | Powerpoint Chapter 4 Organizational Influences on Leadership, R.L. Green's textbook | Textbook Chapter 4 Organizational Influences on Leadership in R.L. Green's textbook Articles 1.Sense and Nonsense about Culture and Climate, Edgar H. Schein 2.Coming to a New Awareness of Organizational Culture, Edgar H. Schein 3.Schein's Three Levels of Culture, Edgar H. Schein 4.The School Leader's Tool for Assessing and Improving School Culture, Christopher R. Wagner 5.What is School Climate? Alexandra Loukas 6.School Climate and School Culture, They Are Not the Same Thing, Steve Gruenert |
| | Objective 10 With at least 80% proficiency based on a rubric to be provided, students will: (a) identify and explain at least 2 strategies that school leaders may use to assess school climate and school culture plus (b) identify and explain at least 3 strategies that may be utilized to enhance school culture at their school. | Assignment/Assessment 5 Students will write and submit at least a five page campus profile that responds to the following items: (a) summarizes results of the interviews with the principal and grade level / department teachers. (a) identifies and explains at least 2 strategies that school leaders may use to assess school climate and school culture, plus (b) identifies and explains at least 3 strategies that school leaders may utilize to enhance school culture at their school. | Articles 1.Sense and Nonsense about Culture and Climate, Professor Edgar H. Schein 2.Coming to a New Awareness of Organizational Culture, Edgar H. Schein 3.Schein's Three Levels of Culture, Edgar H. Schein 4.The School Leader's Tool for Assessing and Improving School Culture, Christopher R. Wagner 5.What is School Climate? Alexandra Loukas 6.School Climate and School Culture, They Are Not the Same Thing, Steve Gruenert | | | https://www.naea.org/resources/7Leadership/Commas/2007/LC2007_5nla4.pdf |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|---------------|--|--|--|---|
| 5 July 20 | | On completion of this instruction, students will be able to: | To demonstrate learning students will: | <p>What will students do (read, watch, discuss)?</p> <p>7. The Challenge of Assessing School Climate, Jonathan Cohen, Terry Pickeral, and Molly McCloskey</p> <p>8. The School Leaders Tool for Assessing and Improving School Culture, Christopher R. Wagner http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx</p> <p>9. Principals as Leaders in a Culture of Change, Michael Fullan</p> <p>Learning Activities</p> <p>Research has shown that there is positive relationship between school culture & climate and student achievement. Effective school leaders foster the development of positive a school culture and a positive school climate which in turn affect teaching practices and learning expectations.</p> <p>4. Reference page is required according to APA 6th ed</p> <p>Assignment / Assessment 5 Date Due: Monday, July 24 at midnight</p> | <p>What will students need/use (textbook, website, software)?</p> <p>6. School Climate and School Culture, They Are Not the Same Thing, Steve Grunert, Principal, March/April 2008 pp. 56-59</p> <p>7. The Challenge of Assessing School Climate, Jonathan Cohen, Terry Pickeral, and Molly McCloskey http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx</p> <p>8. The School Leaders Tool for Assessing and Improving School Culture, Christopher R. Wagner PL December 2006, pp. 41-44</p> <p>9. Principals as Leaders in a Culture of Change, Michael Fullan Ontario Institute for Studies in Education, Educational Leadership, May 2002</p> <p>Learning Activity 5.1</p> <p>Read Chapter 4 and articles assigned. Based on your readings and viewing of videos assigned, create a list of questions to ask your principal related to school culture and school climate. Responses may be recorded on a Likert Scale, be open ended, or both.</p> |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 23

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|--|--|--|
| 5 July 20 | | | | <p>Your questions are to be submitted as part of Assignment 5.</p> <ol style="list-style-type: none"> Determine if your school collects school climate and school culture information. If this information is collected, ask how this is done. Request results of survey(s). Ask principal the questions on your list. Record responses. Ask principal what he/she does to enhance school culture and school climate at your school. Record responses. Ask principal perceptions of the current school culture/climate is affecting teaching and learning expectations. Record responses. <p>Discussion Board 5</p> <ol style="list-style-type: none"> What is school culture and how does it affect teaching practices and learning expectations at your school? Cite research to support your answer. How does school culture affect teaching practices and learning expectations at your school? Support your responses with examples. What is school climate and how does it affect teaching practices and learning expectations at your school? Cite research to support your answer. How does school climate affect teaching practices and learning expectations at your school? Support | |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|--|---|---|
| 5 July 20 | | | | <p>Learning Activity 5.2 Read Chapter 4 and assigned articles. After completion of these assignments and interviewing the principal meet with teachers in your grade level and department and ask them the same questions you asked the principal.</p> <p>Assignment/Assessment 5 Students will write and submit at least a five page campus profile that includes that:</p> <ul style="list-style-type: none"> (a) summarizes results of the interviews with the principal and grade level / department teachers. (a) identifies and explains at least 2 strategies that school leaders may use to assess school climate and school culture, plus (b) identifies and explains at least 3 strategies that school leaders may utilize to enhance school culture at their school. | |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 15

| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|---|---|---|--|--|---|
| Principal Standards for Week Six: Standard 5--Strategic Operations; ELCC Standards 3.1, 3.2 & 3.4 Effective leaders of strategic planning: (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff. | | | | | |
| 6 July 25 | Objective 11: With at least 80% proficiency based on a rubric to be provided, students will (a) identify and explain communication structures / processes that exist between their central office and campus staff, and (b) identify and explain at least 2 strategies that may be used to enhance communication and collaboration between their central office and campus staff and (c) identify and explain 2 strategies being implemented to promote collaboration between your school and other schools in the district to better meet the needs of staff and students. | Assessment 11: Discussion Board 6 In writing, students will (a) identify and explain communication structures / processes that exist between their central office and campus staff, and (b) identify and explain at least 2 strategies that may be used to enhance communication and collaboration between their central office and campus staff and (c) identify and explain 2 strategies being implemented to promote collaboration between your school and other schools in the district to better meet the needs of staff and students. | Required Readings Chapter 5. Enhancing Leadership Effectiveness Through Communications, R. L. Green's textbook | Textbook Chapter 5. Enhancing Leadership Effectiveness Through Communications, R. L. Green's textbook | |
| | Objective 12: With at least 80% proficiency based on a rubric to be provided, students will write and submit an essay that explains at least three strategies that school leaders may use to reduce barriers that may exist when communicating with district level and other school leaders to better meet the needs of students. | | Powerpoint Chapter 8. Instructional Leadership and Change: The Change Process for Systems, Organizations, and Individuals in R.L. Green's textbook | Powerpoint Chapter 8. Instructional Leadership and Change: The Change Process for Systems, Organizations, and Individuals in R.L. Green's textbook | |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? gap-between-schools-and-central-offices |
|------------------|----------------|---|--|---|--|
| 6 | July 25 | | <p>Assessment 6: Students will write and submit a 1500 words essay that explains the importance of and strategies for:</p> <ul style="list-style-type: none"> (a) building positive interpersonal relations, (b) building a culture of trust, and (c) bringing ethics into the conversation. <p>Explain which one you consider to be your greatest strength and greatest challenge. Provide a rationale for your answer.</p> | <p>Learning Activities Effective school leaders institute communication structures and foster relationships that will facilitate collaboration between their school with central office and staff throughout the district. By doing this, they are able to influence the development and adaptation of policies needed to better meet the needs of staff and students.</p> | <p>Learning Activity 6.1 Read Chapter 5 and Chapter 8 pages Refer to the organizational chart you created of your district and school for Module 4. Share and discuss the organizational chart with your principal. Ask your principal/campus administrator:</p> <ol style="list-style-type: none"> 1. What communication structures and strategies exist between your school and district staff that promote collaboration for achievement of campus goals? 2. What are the strengths and challenges of the existing structures and strategies? 3. What strategies are being implemented to promote collaboration between your school and other schools in the district to better meet the needs of staff and students? |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|---|--|--|-------------------------|---|--|
| What will students do (read, watch, discuss)? | What will students need use (textbook, website, software)? | | | | |
| 6 July 25 | | On completion of this instruction, students will be able to: | To demonstrate learning | <p>Discussion Board 6</p> <ol style="list-style-type: none"> Identify and explain communication structures / processes that exist between their central office and campus staff. Identify and explain at least 2 strategies that may be used to enhance communication and collaboration between central office and campus staff. Identify and explain 2 strategies being implemented to promote collaboration between your school and other schools in the district to better meet the needs of staff and students. | <p>Learning Activity 6.2</p> <p>Read Chapter 5. Focus on Sections titled Reducing Barriers to Effective Communication pages 140 -147 and Communication: The Rise and Fall of School Leaders pages 147-148.</p> <p>Reflect on what you do at your school to foster positive interpersonal relationships, build a culture of trust, and bring ethics into the conversation when addressing needs of staff and students. Which is your greatest strength and greatest need? Share your reflection with a colleague. Ask for feedback</p> |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|--|---|--|
| 6 | July 25 | | | <p>Assignment/Assessment 6</p> <p>Students will write and submit a 1500 words essay that explains the importance of and strategies for:</p> <ul style="list-style-type: none"> (a) building positive interpersonal relations, (b) building a culture of trust, and (c) bringing ethics into the conversation. <p>Explain which one you consider to be your greatest strength and greatest challenge. Provide a rationale for your answer.</p> | |

| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|---|---------------|--|--|---|---|
| | | On completion of this instruction, students will be able to: | To demonstrate learning students will: | What will students do (read, watch, discuss)? | What will students need/use (textbook, website, software)? |
| Principal Standards for Week Seven: | | | | | |
| Standard 5--Strategic Operations; ELCC Standards 3.1, 3.2 & 3.4 Effective leaders of strategic planning: (iv) Policy and implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff. | | | | | |
| 7 | July 27 | Objective 13 With at least 80% proficiency based on a rubric to be provided, students will identify and explain four group decision making techniques, and techniques and give a practical decision making situation experienced at their school <u>in which each technique identified has been or may be applied.</u> | Objective 13 Discussion Board 7 | Required Readings Chapter 8 Instructional Leadership and Change in R. L. Green's textbook Powerpoint Chapter 8. Instructional Leadership and Change: The Change Process for Systems, Organizations, and Individuals, R.L. Green's Textbook | Textbook Chapter 8 Instructional Leadership and Change in R. L. Green's textbook Powerpoint Chapter 8. Instructional Leadership and Change: The Change Process for Systems, Organizations, and Individuals, R.L. Green's Textbook |
| | | Objective 14 With at least 80 % proficiency based on a rubric, students will be able identify and explain strategies in which the principal and campus staff will collaborate with district staff in each of the six practices listed below to perform the following task:: 1. Review and analyze assessment reports, 2. Assess the current conditions pertaining to instructional programs/practices and use of instructional time, 3. Review content/curriculum materials, | Assessment 7 With at least 80 % proficiency based on a rubric, students will be able identify and explain strategies in which the principal and campus staff will collaborate with district staff in each of the six practices listed below to perform the following task:: 1. Review and analyze assessment reports, 2. Assess the current conditions pertaining to instructional programs/practices and use of instructional time, 3. Review content/curriculum materials, | Articles 1. Strategic Planning Process for Schools, Robyn Collins and Wendy Nichols http://www.strategicplanning4school.com/dl/dhuck1.pdf 2. The Delphi Technique: Making Sense of Consensus, Chia – Chien Hsu and Brian A. Sanford 3. Devil's Advocacy and Dialectical Inquiry: Antidotes to Groupthink Fred C. Lunenburg 4. Consensus – Based Decision Making Processes, The Consensus Council 5. Gaining Consensus Among Stakeholders Through the Nominal Group Technique, Department of Health and Human Services, | Articles 1. Strategic Planning Process for Schools, Robyn Collins and Wendy Nichols http://www.strategicplanning4school.com/dl/dhuck1.pdf 2. The Delphi Technique: Making Sense of Consensus, Chia – Chien Hsu and Brian A. Sanford 3. Devil's Advocacy and Dialectical Inquiry: Antidotes to Groupthink Fred C. Lunenburg http://pareonline.net/pdf/v12n10.pdf Vol. 12, No. 10, August 2007 3. Devil's Advocacy and Dialectical Inquiry: Antidotes to Groupthink Fred C. Lunenburg http://www.nationalforum.com/Electronic%20Journal%20Volume/Lunenburg,%20Fred%20C.%20Devil's%20Advocacy%20%26%20Dialectical%20/ |

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| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|---------------|--|--|---|---|
| 7 | | On completion of this instruction, students will be able to: | To demonstrate learning students will: | <p>4. Conduct a broad – based review and discussion to assess perceptions, opinions, and/or ideas pertaining to school culture and climate,</p> <p>5. Formulate curriculum committees to address needs identified in 3 above,</p> <p>6. Develop a plan for instructional improvement.</p> | <p>What will students do (read, watch, discuss)?</p> <p>evaluation Briefs No. 7, Nov 2008</p> <p>6. Building Dynamic Groups, Nominal Group Techniques, Ohio State University Extension</p> <p>7. Facilitator's Toolkit, Office of Quality Management</p> <p>8. Improving on the Fishbone Effective Cause and Effect Analysis: Cause Mapping, Mark Galley</p> <p>Assignment / Assessment 6 Date Due: Tuesday, Aug 1 at midnight</p> <p>Learning Activities Districts and campuses develop Action Plans, at times referred to as Improvement Plans. Strategic planning requires that school leaders envision a desired future, create a shared vision that reflects that future, conduct a needs assessment, identify priority areas, and set goals and objectives for each priority area, and develop strategies complete with actions and timelines for implementing strategies and attaining goals. Engaging stakeholders in the planning and decision making is important.</p> <p>Learning Activity 7.1 Read Chapter 6, Focus on Group Decision Making Techniques, pages 179- 183 and articles assigned.</p> <p>What will students need/use (textbook, website, software)?</p> <p>http://20Inquiry%20JSAID%20V14%20N1%202012.pdf</p> <p>4. Consensus – Based Decision Making Processes, The Consensus Council www.aacree.org</p> <p>5. Gaining Consensus Among Stakeholders Through the Nominal Group Technique, Department of Health and Human Services, evaluation Briefs No. 7, Nov 2008 http://www.cdc.gov/healthyvouth/evaluation/pdfs/brief7.pdf</p> <p>6. Building Dynamic Groups, Nominal Group Techniques, Ohio State University Extension http://hostedweb.cfaes.ohio-state.edu/bdg/pdf/docs/dF06.pdf</p> <p>7. Facilitator's Toolkit, Office of Quality Management, October 2002 http://www.uspto.gov/web/offices/com/oqm-old/Facilitation.pdf</p> <p>8. Improving on the Fishbone Effective Cause and Effect Analysis: Cause Mapping, Mark Galley Think Reliability http://www.thinkreliability.com/pdf/fi/</p> |

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 31

SYLLABUS

| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------|---------------|--|---|---|---|
| | | On completion of this instruction, students will be able to: | To demonstrate learning, students will: | What will students do (read, watch, discuss)? | What will students need/use (textbook, website, software)? |
| 7 | July 27 | | | <p>Discussion Board 7 After completing reading assignments, students will:</p> <ol style="list-style-type: none"> 1. Identify and explain four group decision making techniques and 2. Identify one practical decision making situation experienced at their school in which each technique identified has been or may be applied <p>Learning Activity 7.2 Read Chapter 8. Focus on pages 243 – 262.</p> <p>Interview principal and grade level / department teachers and ask them how the campus staff and district staff collaborate to in the following areas to address staff and student needs:</p> <ol style="list-style-type: none"> 1. Review and analysis of assessment reports, 2. Assessment of current conditions pertaining to instructional programs/practices and use of instructional time, 3. Review of content/curriculum materials, 4. Conducting of a broad – based review and discussion to assess perceptions, opinions, and/or ideas pertaining to school culture and climate, | root-cause-analysis-article-improving-fishbone.pdf |

SYLLABUS

| Week Unit Module | Course Goal # | Learning Objectives (Column A) | Assessment (Column B) | Learning Activities (Column C) | Learning Materials & Technology (Column D) |
|------------------------|------------------|---|---|---|---|
| 7 July 27 | | On completion of this instruction, students will be able to: | To demonstrate learning students will: | <p>What will students do (read, watch, discuss)?</p> <p>5. Formulating curriculum committees to address needs identified in 3 above,</p> <p>6. Developing a plan for instructional improvement.</p> <p>Create a three column table with 7 rows. In Column 1 write the six practices (one per row) listed above. In Column 2 (middle column) write campus staff/faculty roles and responsibilities as per discussions, and in Column 3, write District Staff roles and responsibilities as per discussions. Use results of these discussions to complete Assignment 7.</p> <p>Assignment/Assessment 7 With at least 80 % proficiency based on a rubric, students will be able identify and explain strategies in which the principal and campus staff will collaborate with district staff in each of the six practices listed below.</p> <ol style="list-style-type: none"> 1. Review and analyze assessment reports, 2. Assess the current conditions pertaining to instructional programs/practices and use of instructional time, 3. Review content/curriculum materials, 4. Conduct a broad – based review and discussion to assess perceptions, | What will students need/use (textbook, website, software)? |

SYLLABUS

| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|--|--|--|--|
| 7 | | Objective 14 With at least 80 % proficiency based on a rubric, students will be able identify and explain strategies in which the principal and campus staff will collaborate with district staff in addressing staff and student needs. | | <p>Assessment 7 With at least 80 % proficiency based on a rubric, students will be able identify and explain strategies in which the principal and campus staff will collaborate with district staff in each of the six practices listed below to perform the following task::</p> <ol style="list-style-type: none"> 1. Review and analyze assessment reports, 2. Assess the current conditions pertaining to instructional programs/practices and use of instructional time, 3. Review content/curriculum materials, | <p>Textbook Chapter 8 Instructional Leadership and Change in R. L. Green's textbook</p> <p>Learning Activity 7.2 Read Chapter 8. Focus on pages 243 – 262.</p> <p>Interview principal and grade level / department teachers and ask them how the campus staff and district staff collaborate to in the following areas to address staff and student needs:</p> <ol style="list-style-type: none"> 1. Review and analysis of assessment reports, 2. Assessment of current conditions pertaining to instructional programs/practices and use of instructional time, 3. Review of content/curriculum materials, 4. Conducting of a broad – based review and discussion to assess perceptions, opinions, and/or ideas pertaining to school culture and climate, 5. Formulate curriculum committees to address needs identified in 3 above, 6. Develop a plan for instructional improvement. <p>5. Formulating curriculum committees</p> |
| 8 | Aug 1 | | | | |

SYLLABUS

| Week Unit Module | Course Goal # | Learning Objectives (Column A) On completion of this instruction, students will be able to: | Assessment (Column B) To demonstrate learning students will: | Learning Activities (Column C) What will students do (read, watch, discuss)? | Learning Materials & Technology (Column D) What will students need/use (textbook, website, software)? |
|------------------|---------------|---|--|---|---|
| | | | Assignment /Assessment 7 Date Due: Tuesday, Aug 1 at midnight | <p>to address needs identified in 3 above,</p> <p>6. Developing a plan for instructional improvement.</p> <p>Create a three column table with 7 rows. In Column 1 write the six practices (one per row) listed above. In Column 2 (middle column) write campus staff/faculty roles and responsibilities as per discussions, and in Column 3, write District Staff roles and responsibilities as per discussions. Use results of these discussions to complete Assignment 7.</p> | |

Additional Course Policies

TIPS FOR SUCCESS

Online courses require your active participation. Here are some tips for success:

- In class discussions, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

BUILD REPORT

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

COMPLETE ASSIGNMENTS

All assignments, except Quizzes, for this course will be submitted electronically through Blackboard. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

**EDUCATIONAL LEADERSHIP
COLLEGE OF EDUCATION AND P-16 INTEGRATION**

UTRGV Course Title and Number: EDUL 6390.01V Pre Practicum

Term: Fall 2017
Instructor: Dr. Alex. Garcia, Ed.D.
E-mail address: alejandro.garcia@utrgv.edu
Cellular number: 956-467-7529 (please text, with your name prior to calling)
Office location: Edinburg Campus EDUO 1.620
Office Hours: Monday, Tuesday, & Wednesday: 1-4 pm - and by appointment
Class meeting Location: Weslaco Professional Development Center, 608 N Cantu St, Weslaco, TX 78596
Class meeting date and times: Wednesdays 4:40-7:10 pm.

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Texts:

Wilmore, E.L. *Passing the principal TExES exam*. 2nd Edition (2013). Thousand Oaks, CA: Corwin.
ISBN 978-1-4522-8601-3

Wilmore, E.L. (2015). *Passing the principal TExES exam: Practice tests for success*. (1st Edition). Thousand Oaks, CA: Corwin. ISBN 978-1-4833-1936-0

Cortez-Rucker, V., Cortez-Rucker, S. (2017). TExES 068: Principal toolkit & study guide. Kountze, TX: CR Publishing.
ISBN 978-1-329-00001-8 Found at: <https://www.texes068.com/texes-068-study-guides/>

Resource Materials:

State Board of Education Certification (SBEC) Website. Principal TExES Preparation Manual #068 at:
<http://texes.cts.org/>

TExES Principal Exam Practice questions can be purchased at: <http://www.texesprep.com>
This website provides realistic practice tests and explanations for every question.

COURSE DESCRIPTION AND PREREQUISITES

Course Description : This course is a pre-requisite to the EDUL 6391- Practicum in the Principalsip.

Course Description : A course in which students practice competencies and state standards to assume responsibilities with principal preparation in school districts. This is a Credit (Cr) or No Credit (NC) course based on passing the TExES Exam. Course may be repeated. The pre-practicum is a skills-based graduate course where students take a benchmark test as a diagnostic tool in preparation for the TExES Exam. Students analyze questions and scenarios based on the competencies and standards discussed in the classes taken in the master's program. Students participate in a variety of activities to prepare them for the TExES Exam. Eligible students will take the TExES Exam. The students must pass the TExES exam before enrolling in the practicum course (EDUL 6391).

§149.2001. Principal Standards.

(a) **Purpose.** The standards include, indicators, knowledge, and skills identified in chapter 149 shall be used to align with the training, appraisal, and professional development of principals. The indicators and knowledge and skills will be provided to the student as part of the course syllabus.

(b) Standards.

(1) Standard 1—Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(2) Standard 2—Human Capital. The principal is responsible for ensuring there are high quality teachers and staff in every classroom.

(3) Standard 3—Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(4) Standard 4—School Culture. The principal is responsible for establishing and implementing a shared vision and culture high expectations for all staff and students.

(5) Standard 5—Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

These standards, indicators and knowledge and skills will be aligned with the field activities which are needed in the required electronic log, the observations and other course assignments.

ELCC BUILDING (PRINCIPAL) LEVEL STANDARDS

ELCC Standard 1.0:

A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0:

A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0:

A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0:

A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0:

A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0:

A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Student Learning Outcomes (SLOs)

Assessment Measure: The TExES Licensure exam's purpose is to measure the requisite knowledge and skills that a principal in Texas public schools must possess. The test is a requirement for candidates seeking a Principal certificate. The content covered by this state test is organized into broad areas of content called domains. Each domain covers one or more of the standards for this field. Within each domain, the content is further defined by a set of competencies. The Principal test contains the following domains and competencies (001-009). The Domains include Domain I – School Community Leadership, Domain II – Instructional Leadership, Domain III – Administrative Leadership.

Student Learning Outcome (#1):

SLO 1: Students will demonstrate **school community leadership** by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Measurable Criteria for Success:

1. SLO is measured by 2 assessments—1) Principal TExES Licensure Exam and 2) Principal Practicum Evaluation completed by campus supervisors. Domain I scores of the Principal TExES Licensure Exam specifically assess SLO 1. Standards 1, 4, 5 and 6 of the principal practicum evaluation specifically assess SLO 1.
2. An achievement target is 80%. 240 or above on Domain I—80% to meet a 240 or above for the Domain I score.

Student Learning Outcome (#2):

SLO 2: Students will demonstrate **effective instructional leadership** through facilitating the design and implementation of curricula and instructional programs that enhances student learning; designing and implementing comprehensive professional growth plans and evaluation processes; and by applying effective organizational and problem solving skills to ensure an effective learning environment.

Measurable Criteria for Success:

1. SLO 2 is measured by 2 assessments—1) Principal TExES Licensure Exam and 2) Principal Practicum Evaluations completed by campus supervisors. Domain II scores on the Principal TExES Licensure Exam specifically assesses SLO 2. Standard 2 of the principal practicum evaluation specifically assesses SLO 2.
2. Achievement target is 80%. 240 or above on Domain II—80% to meet a 240 or above for the Domain II score.

Student Learning Outcome (#3):

SLO 3: Students will demonstrate **administrative leadership** by applying effective management principles into campus budgeting, personnel, resource utilization plans, technology use, physical plan and other support systems to ensure an effective and safe learning environment.

Measurable Criteria for Success:

1. SLO 3 is measured by 2 assessments—1) Principal TExES Licensure Exam and 2) Principal Practicum Evaluations completed by campus supervisors. Domain III scores on the Principal TExES Licensure Exam specifically assesses SLO 3. Standard 2 & 5 of the principal practicum evaluation specifically assesses SLO 3.
2. Achievement target is 80%. 240 or above on Domain III—80% to meet a 240 or above for the Domain III score.

Course Objectives

1. Students will be able to explore high-quality instructional practices among teachers that improve student learning.
2. Students will be able to explore and analyze multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.
3. Students will be able to identify coaching and development of teachers in regards to individualized feedback and aligned professional development opportunities.

4. Students will be able to explore collaborative structures and leadership opportunities for effective teachers and staff.
5. Students will be able to explore and tailor communication strategies to the audience and develops meaningful and positive relationships.
6. Students will be able to adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.
7. Students will be able to explain the development and implementation of a shared vision of high expectations for students and staff.
8. Students will be able to explain clear expectations for adult and student conduct and implements social and emotional supports for students.
9. Students will be able to identify an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
10. Students will be able to recognize an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
11. Students will be able to outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
12. Students will be able to recognize aligned resources with the needs of the school and effectively monitors the impact on school goals.

Alignment of Course Objectives to National and State Standards

| Course Learning Objectives | Program SLOs | Texas Principal Standards | Texas Principal Indicators | ELCC STANDARDS | ELCC indicators |
|----------------------------|--------------|---------------------------|----------------------------|----------------|-------------------------|
| 1 | 1 | 1 | ii, iii | 1 | 1.1, 1.2 |
| 2 | 1 | 1 | ii, iii | 1 | 1.1, 1.2 |
| 3 | 2 | 2 | ii, iii | 2 | 2.3, 2.4 |
| 4 | 2 | 2 | ii, iii | 2 | 2.3, 2.4 |
| 5 | 2 | 3 | iii, iv | 4 | 4.3, 4.4 |
| 6 | 2 | 3 | iii, iv | 5 | 5.1, 5.2, 5.3, 5.4, 5.5 |
| 7 | 1 | 4 | i, ii | 1 | 1.1 |
| 8 | 1 | 4 | i, ii | 4 | 4.3, 4.4 |
| 9 | 3 | 4 | iv, v | 3 | 3.3 |
| 10 | 3 | 4 | iv, v | 3, 5 | 3.3, 5.3, 5.5 |
| 11 | 3 | 5 | i, iii | 1 | 1.2, 1.3, 1.4 |
| 12 | 3 | 5 | i, iii | 1, 6 | 1.2, 1.3, 6.3 |

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION**TEA and UTRGV Compliance**

Students are expected to complete all TEA and UTRGV Compliance requirements for the Principal Certification process.

Department Requirements Benchmark Exam Requirement:

All Students will take the Pre-Practicum TExES Principal Representative Exam (Secured & Released Exam) also known as the **Benchmark Exam** to establish the students' strengths and weaknesses in regards to passing the Principal's TExES

Exam. This 4 hour timed TExES Representative Benchmark Exam will be taken during the second week of this Course in order to remain enrolled in this course.

The Benchmark Exam will be administered during the second week of class from 5:30 – 9:30 p.m. (four hours) at the Educational Technology Resource Center, Rm. EDUC 3.230 in the College of Education Complex. **The Exact date will be determined by the office of Educator Preparation and your professor.** You will receive notice via e-mail/BlackBoard about the exact date.

The students will be required to **also post the answers to a Scranton sheet** that will be provided when they finish the exam. As soon as a student completes the exam and the posting to the Scranton sheet, he/she will be able to review the questions that they missed on the exam by reading the answers and rationales that correspond to them. The students will be given an additional two hours to complete the review of the items missed on the exam.

Students living outside the Rio Grande Valley

Students living outside the Rio Grande Valley will need to make arrangements with the professor and an cooperating University closest to them. Additional cost may be incurred by the student in order to take this exam outside the Rio Grande Valley Campus. These students should:

- Make arrangements to take an exam through an official testing center with a proctor at an accredited community college, college or university's testing center. To aid you in your search for the location that meets all requirements as defined herein and by your instructor, here is a list of accredited universities and community colleges, listed by state, with links to websites: https://extendedcampus.utexas.edu/ux/resources/policies/testing_sites_us/
- Verify with the testing center that they can host you for an online test
- Submit your choice of proctor for approval by (your department should decide upon the best deadline for approvals) by submitting the appropriate information in each field of the online proctoring form. Failure to meet this deadline will result in you having to travel to the campus to take the exam
- Handle all communications with the proctor to arrange your testing date and time
- Confirm with the proctor the date and time, within the testing window defined by your instructor, that you intend to take the exam
- Pay any testing fees to the testing center, if applicable
- Take the exam during the time you arranged with the proctor

IF THE STUDENT DOES NOT TAKE THE BENCHMARK EXAM, THE STUDENT WILL BE DROPPED FROM THE CLASS.

Students will take a TExES Representative exam (Benchmark), followed by a Review session where the results of the exam will be evaluated and a Plan of Action to pass the TExES exam will be developed based on those results. Students are expected to participate in at least 10 hours of preparation based on their benchmark results, prior to registering for the TExES exam as part of course requirements.

I. TExES Preparation- TEA Certification and UTRGV Requirements

Students are expected to take the TExES exam at least twice, as needed, during the pre-practicum based on the supervisor's recommendation and TExES Exam or Benchmark results and should study prior to the exam. Students should participate in all TExES preparation activities listed below.

1. All students will take the TExES preparation exam (Benchmark) to diagnose student needs in the TExES competencies.
2. Students will participate in a minimum of 10 hours' preparation outside of class to be cleared by professor to take the TExES exam, as noted in the students TExES Study Plan.

3. All students will complete an assessment of their strengths and weaknesses based on the benchmark results or TExES exam results. A plan of action/study plan will be developed to assist students to pass the TExES exam. This plan will be submitted and monitored by the professor.
4. Eligible students who pass the TExES Exam will log a maximum of 20 hours of field experiences that will count toward the practicum required hours. The professor will work with student to identify a campus mentor to provide support. This course requirement will introduce the student to Practicum Course work and maximum transition to the Practicum activities and requirements.

The professor will provide guidance on the type of preparation activities that students must engage in through independent study and will monitor TExES exam passing rates.

Deliverables: Benchmark Results, TExES Study Plan, Departmental TExES Eligibility Form, TExES Results

II. Other Course Expectations For Course Credit:

1. All students will take the Benchmark and analyze their strengths and weaknesses.
2. All students will develop and submit a TExES Study Plan.
3. All students will complete and submit weekly TExES Preparation homework.
4. All students will practice responding to scenarios.
5. All students will engage in individual and group presentations.
6. All students will take TExES Exam at least once and until the student is successful.
7. All students will attend class as scheduled and keep weekly class notes.
8. All students will study independently and with peer groups outside of class based on their study plan.
9. All students will participate in computer lab review sessions or online assessments and practice scenarios assigned (Dean's Office).
10. All students will implement and monitor their individual TExES Study Plan.
11. All students will engage in self-assessment with diagnostic quizzes, class presentations, and progress reports.
12. All eligible students who pass the TExES Exam will keep an electronic log of core activities, which are part of the TExES Competency Response Document provided by professor.
13. All students will submit a class Binder of materials at mid semester and end of semester.
14. All students will attend all classes and be on time.

Deliverables: TExES Study Plan, Signed Peer Team Study Form, TExES exam results, class notes, progress reports, and quizzes; Electronic Log and TExES Competency Response Documents (Eligible students only)

TECHNICAL REQUIREMENTS

COMPUTER HARDWARE

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

STUDENT TECHNICAL SKILLS

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE

- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Google [Chrome](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version).
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard [Student Help Site](#)
- Submit a [Blackboard Help Ticket](#)
- Help Contact Information (UTRGV's Blackboard Support):

| BROWNSVILLE CAMPUS | EDINBURG CAMPUS |
|---|---|
| Location: Rusteberg Hall Room 108 Phone: 956-882-6697 or 956-882-6792 Monday – Friday 7:30AM – 6:00PM | Location: Education Building Room 2.202 Phone: 956-665-5327 Monday – Friday 7:30AM – 6:00PM |

Course Organization & Online Tools

COURSE STRUCTURE

DISCUSSION FORUMS

You will find the following discussion forums in the course Blackboard site:

- [General Help](#): Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

GRADING POLICIES

| Component | Weight/Total |
|---|--------------|
| Assignment 1 Scavenger Hunt Quiz | 100 points |
| Assignment 2 Alignment-Principal Standards-TExES Domains & Competencies | 100 points |
| Assignment 3 TExES individual Study Plan and Eligibility | 100 points |
| Assignment 4 Take Alpha Practice Test Wilmore textbook p. 20-55 | 100 points |
| Assignment 5 Competency 1- Campus Culture Scenario, Questions and Solution | 100 points |
| Assignment 6 Competency 2-Communication and Community Relations Scenario, Questions and Solution | 100 points |
| Assignment 7 Competency 3- Values and Ethics of Leadership Scenario, Questions and Solution | 100 points |
| Assignment 8 take Practice Test Beta Wilmore p.122 | 100 points |
| Assignment 9 Competency 4 Curriculum Planning and Development Scenario, Questions and Solution | 100 points |
| Assignment 10 Competency 5 Instructional Leadership and Management Scenario, Questions and Solution | 100 points |
| Assignment 11 Competency 6-Human Resources Leadership and Management Scenario, Questions and Solution | 100 points |
| Assignment 12 Competency 7-Organizational Leadership and Management Scenario, | 100 points |

| Questions and Solution | | |
|--|--|-------------|
| Assignment 13 Competency 8- The Business and Technology of School Leadership and Management Scenario, Questions and Solution | | 100 points |
| Assignment 14 Competency 9-The Physical Plant and Support Systems Scenario, Questions and Solution | | 100 points |
| Assignment 15 take Gamma Practice Text (Wilmore Passing the Principal TExES exam Practice Tests p. 89) | | 100 points |
| Assignment 16 Special Education Scenario, Questions and Solution | | 100 points |
| Assignment 17 Bullying and OCR Scenario, Questions and Solution | | 100 points |
| Assignment 18 Campus Improvement Plan/Data Scenario, Questions and Solution | | 100 points |
| Assignment 19 Crisis Management Plan Campus Improvement Plan/Data Scenario, Questions and Solution | | 100 points |
| Assignment 20 DAEP Scenario, Questions and Solution | | 100 points |
| Assignment 21 LPAC Scenario, Questions and Solution | | 100 points |
| Assignment 21 ELL Scenario, Questions and Solution | | 100 points |
| Assignment 22 take Practice Test Gamma Wilmore Passing the Principal TExES exam Practice Tests p. 122 | | 100 points |
| Total Points | | 2200 |

TO RECEIVE CREDIT FOR THE COURSE:

- Pass TExES — **Minimum 1,600** points. needed = CREDIT/ PASS TExES (The additional 100 points are required for Group 2 and may be part of the 1,600 points)
- Not passed TExES — **Minimum 2,200** points. needed for credit; must include points from all access.
- Note: If student passes the TExES Exam early in the semester, the professor will conference with these students and make the necessary adjustment for course credit.

LATE WORK POLICY

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

VIEWING GRADES IN BLACKBOARD

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

RESPONSE TIME:

Generally, I will respond to emails within 1-2 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update grades each time a grading session has been complete—typically 4 days following the completion of an activity due date. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

UTRGV University Policies

UTRGV Policy Statements

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an **ONLINE** evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available. Students who complete their evaluations will have priority access to their grades.

ATTENDANCE: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

- Plagiarism will not be tolerated and a grade of "F" will be assigned for the course should this occur.
- Plagiarism of written online discussions will not be tolerated and a grade of "F" will be assigned for the course should this occur. For example, a student shall not copy the written responses of another student for their own use for a discussion board.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

CEP Program Policies

FIELD EXPERIENCES

Enrollment in this course will require that the student have field experience. The field experience will be defined in the learning activities as posted on the weekly modules.

College of Education and P-16 Integration Requirements:

A Tk20 account is required of all students in the College of Education and P-16 Integration. Tk20 is an electronic toolkit used by teacher candidates and other school professionals to provide evidence that they have mastered state and professional standards for the profession, as a necessary component of the College of Education and P-16 Integration’s assessment system.

Be advised that the UTRGV College of Education and P-16 Integration conduct ongoing research regarding the effectiveness of its programs. You will receive one survey in the final semester prior to graduation regarding your program during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTRGV. Please remember that your response to these surveys is critical to UTRGV excellence.

Tentative Course Topics (Subject to change)

| Week | Class meeting date | Assignment |
|------|--------------------|---|
| 1 | 8-30-17 | <ul style="list-style-type: none"> • No Face-to-Face Class meeting • Review Syllabus on your own. • Order your textbooks • Be prepared to come to the Edinburg campus on 9-6-17 to take Benchmark exam. |
| 2 | 9-6-17 | <ul style="list-style-type: none"> • Mandatory Face-to-Face Benchmark exam <p>Assignment 1 : Online Scavenger Hunt Quiz Due by 9-10-17</p> |
| 3 | 9-13-17 | <ul style="list-style-type: none"> • Discuss Syllabus and the Course structure • Read Texas New Principal Standards • Read Texas Principal TExES Domain and Competencies |

| | | |
|---|---------|---|
| | | <ul style="list-style-type: none"> • Read T-Pess https://tpess.org/principal/standards/ • Read Section II Philosophy: The Theoretical Framework "Standing on Promises section of Wilmore Passing the Principal TExES Exam p. 9-18 • Discuss Benchmark Results (if available) • Read Domains and Competencies of TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 1-13 • Read TExES security of (Cortez-Rucker) p.2 • Read State and National Standards of (Cortez-Rucker) p.5 • Read Powers and Duties of the Principal (Ethics) of (Cortez-Rucker) p.11 <p>Assignment 2: Alignment-Principal Standards due 9-20</p> |
| 4 | 9-20-17 | <ul style="list-style-type: none"> • Discuss Benchmark Results • Fill out Eligibility form • Select Target Dates for TExES Exam • Chapter 2 (Test taking strategies) Wilmore Passing the Principal TExES exam Practice Tests p. 7-17 • Chapter 8 (Preparing for the Test) Wilmore Passing the Principal TExES exam Practice Test p. 194-205 • Chapter 13 Test-Taking Strategies Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 123-129 • TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. iv <p>Assignment 3: Complete TExES individual Study Plan due 9-27-17</p> |
| 5 | 9-27-17 | <ul style="list-style-type: none"> • Discuss Acronyms for Principals from TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 184-188 • Domain 1: School and Community • Competency 1- Campus Culture: <ul style="list-style-type: none"> ○ Chapter 3: Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 21-36 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p.22 <ul style="list-style-type: none"> ▪ Building a professional culture • Competency 2-Communication and Community Relations <ul style="list-style-type: none"> ○ Chapter 4: Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 37-44 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 27, 45-48,60-64 <ul style="list-style-type: none"> ▪ Community Resource Management ▪ Death |

| | | |
|---|---------|--|
| | | <ul style="list-style-type: none"> ▪ Campus Emergency Plan ▪ Notifications and Announcements ▪ If Death occurs during school ▪ Parent notification ▪ Degree of trauma ▪ Role of school personnel ▪ Principal Role ▪ Suicide ▪ Emergency Management ▪ Emergency Planning ▪ Attendance officer p. 20 <p>• Competency 3- Values and Ethics of Leadership:</p> <ul style="list-style-type: none"> ○ Chapter5 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 45-51 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 36, 66,68,79, <ul style="list-style-type: none"> ▪ Copyright/Fair use p. 36 ▪ Equity during the Interview p. 66 ▪ FERPA p. 68-69 ▪ Legal/Illegal Interview Questions p. 79 ▪ Affirmative Action Officer p. 20 ▪ Grievances p. 74 ▪ Title Grants p.168-179 <p>Assignment 4 Take Alpha Practice Test Wilmore textbook p. 20-55 due 10-4-17</p> <p>Assignment 5 Competency 1- Campus Culture Scenario, Questions and Solution due 10-4-17</p> <p>Assignment 6 Competency 2-Communication and Community Relations Scenario, Questions and Solution due 10-4-17</p> <p>Assignment 7 Competency 3- Values and Ethics of Leadership Scenario, Questions and Solution due 10-4-17</p> |
| 6 | 10-4-17 | <ul style="list-style-type: none"> • Domain II Instructional Leadership • Competency 4: Curriculum Planning and Development <ul style="list-style-type: none"> ○ Chapter 6: Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 53-59 |

| | | |
|---|----------|--|
| | | <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ Curriculum p. 40 ▪ Grading policy p.73 ▪ No Pass/Play p. 88 ▪ Parent's rights p. 91 ● Competency 5-Instructural Leadership and Management <ul style="list-style-type: none"> ○ Chapter 7 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 61 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ Accountability Ratings p. 17 ▪ Leadership p.82 ▪ Records p. 94 <p>Assignment 8 take Practice Test Beta Wilmore p.122 due 10-11-17</p> <p>Assignment 9 Competency 4Curriculum Planning and Development Scenario, Questions and Solution due 10-11-17</p> <p>Assignment 10 Competency 5 Instructural Leadership and Management Scenario, Questions and Solution due 10-11-17</p> |
| 7 | 10-11-17 | <ul style="list-style-type: none"> ● Competency 6-Human Resources Leadership and Management <ul style="list-style-type: none"> ○ Chapter 8 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 73 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ Contracts p. 28 ▪ At will employees p. 30 ● Competency 7-Organizational Leadership and Management <ul style="list-style-type: none"> ○ Chapter 9 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 85 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ Professional Learning Communities p. 93 ▪ Effective Texas classroom environments p. 55 ▪ Co-teaching p. 32-35 <p>Site Based Decision Making p. 113-138</p> <p>Assignment 11 Competency 6-Human Resources Leadership and Management Scenario, Questions and Solution due 10-18-17</p> |

| | | |
|---|----------|--|
| | | Assignment 12 Competency 7-Organizational Leadership and Management Scenario, Questions and Solution due 10-18-17 |
| 8 | 10-18-17 | <ul style="list-style-type: none"> • Domain III: Administrative Leadership • Competency 8- The Business and Technology of School Leadership and Management <ul style="list-style-type: none"> ○ Chapter 10 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 91 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ SDBM Budgeting p.141-157 ▪ Technology p. 103 • Competency 9-The Physical Plant and Support Systems <ul style="list-style-type: none"> ○ Chapter 11 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 97 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ Transportation p. 105-106 ▪ Food services p. 71 <p>Assignment 13 Competency 8- The Business and Technology of School Leadership and Management Scenario, Questions and Solution due 10-25-17</p> <p>Assignment 14 Competency 9-The Physical Plant and Support Systems Scenario, Questions and Solution due 10-25-17</p> |
| 9 | 10-25-17 | <ul style="list-style-type: none"> • Special Education <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 159-167 • Bullying and OCR <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 23-25 ○ Cyberbullying p. 41 ○ Cyber security p. 42 <p>Assignment 15 take Gamma Practice Text (Wilmore Passing the Principal TExES exam Practice Tests p. 89)</p> <p>Assignment 16 Special Education Scenario, Questions and Solution due 11-1-17</p> <p>Assignment 17 Bullying and OCR Scenario, Questions and Solution due 11-1-17</p> |

| | | |
|----|----------|---|
| 10 | 11-1-17 | <ul style="list-style-type: none"> • Campus Improvement Plan/Data <ul style="list-style-type: none"> ○ Chapter 12 : Wilmore Passing the Principal TExES exam Keys to Certification and School Leadership p. 101 ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p Data driven instruction p. 44 <p>Assignment 18 Campus Improvement Plan/Data Scenario, Questions and Solution due 11-8-17</p> |
| 11 | 11-8-17 | <ul style="list-style-type: none"> • Crisis Management Plan <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 38 <p>Assignment 19 Crisis Management Plan Campus Improvement Plan/Data Scenario, Questions and Solution due 11-15-17</p> |
| 12 | 11-15-17 | <ul style="list-style-type: none"> • Disciplinary Alternative Education Placement (DAEP) <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) <ul style="list-style-type: none"> ▪ Campus Behavior Coordinator p. 26 ▪ Sexual Harassment p. 102 ▪ Disciplinary Alternative Education Placement p. 49-50 ▪ Disciplinary for students with disabilities p. 50 ▪ Emotional and Behavior Assessment p. 65 <p>Assignment 20 DAEP Scenario, Questions and Solution due 11-29-17</p> |
| 13 | 11-29-17 | <ul style="list-style-type: none"> • LPAC and Assessment Committee <ul style="list-style-type: none"> TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 107 <p>Assignment 21 LPAC Scenario, Questions and Solution due 12-6-17</p> |
| 14 | 12-6-17 | <ul style="list-style-type: none"> • Bilingual Education (BlackBoard Links/Articles) • English Language Learners <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p.57-59 • Response to Intervention <ul style="list-style-type: none"> ○ TExEs 068 Principal Toolkit and Study Guide (Cortez-Rucker) p. 95 <p>Assignment 21 ELL Scenario, Questions and Solution due 12-13-17</p> <p>Assignment 22 take Practice Test Gamma Wilmore Passing the Principal TExES exam Practice Tests p. 122 due 12-13-17</p> |

Instructional Coaching Protocols

EDUL 6391 Principal Practicum

Communication/Coaching/Advisement Notes

(To be completed by the Practicum Student monthly and submitted at the end of the Semester at the Exit Conference)

Note: TEA rules require on-going communication and coaching between the University Supervisor and the practicum students (campus visits, observation pre- & post conferences, scheduling observations, feedback on observation agendas, telephone discussions to resolve campus issues, support on projects, logs, assignments and observations, other emails and personal conferences, etc.). The student is responsible for keeping/submitting this form to the professor for the UTRGV student file.

TEA Rules also require on-going communication and coaching between mentor and student at the campus level.

Intern Name: _____ Mentor: _____ ID# _____ Signature: _____ Date: _____

ID#

Signature:

Data

Signature:

Date:

Communication / Coaching / Advisement Notes *
Fall 2017 / Spring 2018
EDUL 6391 Principal Practicum Course

Intern Name: _____ ID# _____ Signature: _____ Date: _____

Mentor:

TRGV Supervisor: _____ Signature: _____ Date: _____

NOTE: Indicate date; check appropriate column; write brief explanation. Submit monthly.
(Revised 1/29/2018)

GRADING POLICIES**Department Requirements- Semester Practicum Course**

Pre-requisite for EDUL 6391: Complete the Pre-Practicum Course and Pass the TExES exam.

I. Field work - Log 160 hours – TEA Principal Certification Compliance Component

Electronic Log- All Students will keep an electronic log of 160 hours of a variety of core leadership activities that reflect the Principal Standards and tasks in which the student is engaged throughout the practicum. That variety, noted as categories listed below are recommended.

| | |
|--|--|
| 1. Campus Plan/ Vision Activities | 10. Participate in Special Projects |
| 2. Dialogues w/Mentor & administrators | 11. Policy & Document Reviews (Discipline, safety, special programs) |
| 3. Discuss and Study Budgets, School Safety Audits, & Operations | 12. Presentations/ Trainings conducted |
| 4. Engage in Curriculum, Instruction, & Assessment Activities | 13. Shadowing administrators |
| 5. Event Coordination & Management | 14. Student Discipline- related activities |
| 6. General Administrative Tasks | 15. Student Instructional Committees (LPAC, ARDS, RTI/ 504, GT) |
| 7. General Supervision (Max 10hrs.) | 16. Study and engage in crisis management plan activities |
| 8. Interviews of key administration/ staff | 17. Trainings attended |
| 9. Key Campus & District Meetings | 18. Walkthroughs & Mock Appraisals |

It is strongly recommended that students undertake additional hours (170-180 hours).

All students are REQUIRED to complete the following specific field activities:

- Study, lead 504, LPAC, GT Committees. (1, 2)
- Analyze and engage in school safety audit. (1, 4)
- Study and engage in crisis management plan activities. (4)
- Study and engage in campus plan and vision activities. (1, 4, 5)
- Lead data: related work sessions for school improvement. (1, 5)
- Study, discuss, budgets with mentor. (5)
- Study teacher evaluation documents and shadow mentor in informal evaluation processes. (2)
- Engage in activities focused on curriculum and instructional strategies for diverse learners. (4, 5)
- Work with mentor on a school improvement project identified at entry conference. (3)

- Work with PLCs and Teacher Trainings. (2, 3)
- Plan and Conduct Parent Trainings and Community Engagement Activity (4)

All activities will be aligned to State Principal Standards and are also covered during completion of special project; this school improvement project will be jointly identified by mentor and student and must be documented. Student will also develop an executive summary and a PowerPoint presentation of this project to be submitted on the final class. Additional varied activities may be undertaken to complete the 160 log hours. This log is to be shared with Mentor on an on-going basis, and submitted to University Field Supervisor every week.

Note: Students may also incorporate core activity hours completed prior to the practicum course enrollment into the August log; in addition, students may also count core activity hours completed during the Pre-Practicum class.

Deliverables: Electronic log of 160 hours of a variety of core activities aligned to the State and NELP Standards; the final official log will be signed by the student, the site supervisor, and the field supervisor and submitted to the department. The following criteria will be used to grade your activity log: 40 points total

| CRITERIA - LOG | 40 pts. |
|---|---------|
| All Principal Standards should be addressed within the 160 hour entries of leadership activities in final log | 20 pts. |
| Activity correlation to the State Principal standards and indicators should be correct | 10 pts. |
| Description of Activities & Projects should be clear and specific | 10 pts. |

A more specific rubric for log development will be provided to assist you in completing logs with 80% or above accuracy.

II. Observations:

Students will be observed by the University Field Supervisor at three different times performing administrative/ leadership activities related to the project or other activity approved by the site supervisor. The total number of minutes for the three observations must be no less than 135 minutes. The student will submit an agenda prior to the observation which will serve as part of the pre-conference activity. The University Field Supervisor will document the observable activity, complete the document form, and conduct a post-conference with the students; students will submit a written reflection after each observation that will be part of the post-conference activity. A copy of the observation form will be signed by the student, Campus Mentor, and University Field Supervisor. This form will be submitted to the Department of Organization and School Leadership at the conclusion of the Practicum. All parties will keep a file of signed observation documents. The observation form will serve as the rubric to assess the student during the observation. The field activities observed are aligned to State Principal Standards.

III. Coaching & Communication Form:

This form is required by the TEA certification office. It needs to be completed during the semester to document all communication between Intern and University Field Supervisor. This includes email, phone, pre-and post-conference meetings, and Field Supervisor assistance.

Deliverables: Signed completed observation forms, agendas, and reflections.

LETTER GRADE

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

| Grading (Aligned to Course Objective as noted in this syllabus) | Weight |
|--|-------------|
| 1. Electronic Log and Project Log/Activities (Objs. - #2-9) | 40% |
| 2. 3 Observations completed, agendas and reflections (Obj #4) | 20% |
| 3. Completion of TEA and UTRVG required forms | 10% |
| 4. Coaching & Communication Form (Obj. #1,7,8,9) | 10% |
| 5. Project Executive Summary & PowerPoint presentation (Obj. #2,3) | 10% |
| 6. Student, Mentor, & University Field Supervisor Conferences, (Obj. #5, 6, 9) | 10% |
| Total | 100% |

| Department of Organization & School Leadership | | UTRGV | | Observation Form-Leadership Activities | |
|--|---|---------------------|--|--|---|
| Principal Practicum Program-Face to Face Observation | | | | | |
| Fall | Spring | Year | | Date: | |
| Observation: 1 | 2 | 3 | | Beg Time: | |
| Name: | Video Taped Observation - Fall: Spring: Year: | | | End Time: | |
| District: | Observation 1: Time (Minutes) | | | Presentation | |
| School: | Observation 2: Time (Minutes) | | | Conducting Faculty Meeting | |
| Mentor: | Observation 3: Time (Minutes) | | | Leading Department Work Session | |
| Field Supervisor: | Total Time (Minutes) | | | Teacher Appraisal Activity | |
| Other: _____ | | | | | |
| Activity Description/Key Standard: _____ | | | | | |
| Mark Skill/Competency Observed: | <input checked="" type="checkbox"/> Observed | NA - Not Applicable | <p>Component I: Preparation and Planning:</p> <ul style="list-style-type: none"> — 1. Agenda is clear and organized. (Attached). — 2. Field activity selected has objective/purpose. — 3. Handouts, materials are focused and useful. — 4. Presentation or activity tools are effective. — 5. Project/field activity is well planned. — 6. Preconference/Communication conducted — 7. Activity/Project Products were of high quality. <p>Comments: _____</p> | | |
| <p>Component II: Skills & Competencies Observed</p> <ul style="list-style-type: none"> — 1. Communication and Interpersonal skills were appropriate. — 2. Field activity/Project was organized. — 3. Facilitation of meeting/activities was effective. — 4. Group building processes and skills were useful to meet objective. — 5. Guiding questions were appropriate in activities. — 6. Problem-solving and decision-making skills were applied as needed. — 7. Participants were engaged and attentive. — 8. Presentation skills were effective. <p>Comments: _____</p> | | | | | |
| <p>Component III: Overall Presentation/Activities Conducted:</p> <ul style="list-style-type: none"> — 1. Activities accomplished the objective. — 2. Handouts, materials, PPT were effectively organized and used. — 3. Effective knowledge of field activity selected was evident. — 4. A focus activity and a closure were conducted. — 5. Participants were engaged throughout the activity. — 6. Communication skills and Interpersonal skills were effective throughout the session. — 7. Technology and data used were effective. — 8. Project/activities were managed effectively and were well paced. — 9. Professional attitude was displayed. <p>Comments: _____</p> | | | | | |
| <p>Component IV: Leadership, School improvement, Project Competencies</p> <ul style="list-style-type: none"> — 1. Project/field activity selected shows Initiative. — 2. Ability to lead school Improvement is evident — 3. Is knowledgeable of policies related to activity. — 4. Effective team building skills were evident. — 5. Demonstrated leadership skills in school Improvement project/activity. — 6. Uses best practices/strategies In campus Improvement. — 7. Project/Activity management skills were evident. <p>Comments: _____</p> | | | | | |
| Signatures: | | | | Date: | (Field Supervisor) (Mentor/Principal) (Student-Receipt) |
| Post Conference: Overall Performance Recommendations. | | | | | |

**EDUL 6391.01V Practicum Course
Post Observation Conference Reflection**

Observation # _____ **Date:** _____

Course: _____

Student Name: _____

Mentor: _____

Professor: _____

Description of Observation Activity: _____

Principal Standard/Indicator: Standard # _____ Indicator: _____

REFLECTION

